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STATUS  
OF  
PERSONAL AND ACADEMIC FREEDOM OF MONTANA PUBLIC SCHOOL TEACHERS

by

Garry E. Robertson  
B. A., State University of Montana, 1932.

Presented in partial fulfillment of the re-  
quirement for the degree of Master  
of Arts.

State University of Montana

1939

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## CHAPTER I

### INTRODUCTION

#### The Problem

There was little question concerning freedom of teachers during the early history of education, because teachers were poorly trained and the art of instruction was in an elementary stage. Since school heads and teachers experienced considerable hardship in getting the schools to run at all, there was small chance for difficulties to arise over conflicting opinions on educational theory. However, these conditions changed with the gradual growth of education into the largest business in America. Teachers, as they became better trained, began to question many of the views and convictions held by the people of their communities. Complex administrative organizations grew up to more closely supervise and control the schools and teachers. These and other advancements gave impetus to many questions concerning the rights of teachers.

Following the turn of the century changes occurred in political, economic, and social fields which caused many controversial issues to arise in connection with the school and other institutions. At this time many people, including a number of teachers, became dissatisfied with things as they were and voiced a desire to change conditions. On the other hand, powerful industrial interests, wishing to prevent such changes, began to exert every effort toward keeping conditions as they were. As a result of these conflicting views a feeling of distrust grew up against any movement that people thought might threaten democratic government or the economic system under which they lived. Such developments intensified the conflict over freedom of the schools and

freedom of the teachers until now the problem has become one of real significance.

The question has received and continues to receive considerable attention in newspapers, educational and lay periodicals, books, and educational meetings. One magazine gave its entire March issue to the subject.<sup>1</sup> The editorial in the periodical states that, "This number . . . is devoted to the most urgent issue now before American education."<sup>2</sup>

As this problem vitally influences the work and lives of teachers, it is naturally of much consequence to them. Likewise, since the status of the lives of teachers directly affects the guidance of school children, and, in turn, the whole community, the question at once becomes of primary importance to society as a whole. Glenn remarks in *Nation's Schools* that ". . . if there is to be a realistic presentation of society,<sup>3</sup> the teacher must have freedom to teach and the pupil freedom to learn." Upon this question rests the continuation of our way of life which we call democracy. Curtis states that, "Our educational philosophy says<sup>4</sup> that out of the schools must flow the democracy of the future." This problem, then, is one of concern to every American.

When the study is limited to present conditions of teacher freedom in the state of Montana, the problem becomes of even more concern to those residing within the state since they are directly affected by

1. Social Frontier, "Freedom in the Schools", Vol. 2, March, 1936, p. 163-99.
2. Social Frontier, "Shall Teachers Be Free," Editorial, Vol. 2, March, 1936, p. 163.
3. Charles E. Glenn, "'Without Fear and Without Research,'" Nation's Schools, Vol. 17, March, 1936, p. 20.
4. E. L. B. Curtis, "Democracy in Education?" School and Society, Vol. 35, March 26, 1932, p. 429.

existing circumstances. Since the problem is one that teachers must face in their every day work, and one that has received increased attention because of its social significance, it seems particularly timely and worthwhile to gather and present data on the subject for the state.

### Purpose of the Study

The purposes of this investigation are:

1. To make as complete a study of the existing conditions in Montana relative to the personal and academic freedom of public school teachers as available data will permit.
2. To make comparisons of conditions in Montana as found in this study with those of similar studies, whenever sufficient information can be found.

### Limitations

1. It is not the purpose of this investigation to discuss what constitutes desirable freedom for teachers, nor the steps necessary to attain such an ideal.
2. This investigation is a study of the status of the personal and academic freedom of public school teachers of Montana only. It does not include teachers in parochial schools, private schools, or schools above high school level.
3. The study by nature is one which requires much of the data to be furnished by answers that are based on human opinion and judgment, and, therefore, may be subject to a certain degree of error. Further, many of the questions in the information blank are such as not to be

easily answered by either "Yes" or "No," but necessitate a qualified reply, which may increase rather than decrease the possibility for error of judgment.

4. In a few cases because of limited space in the information blank, certain detailed questions were omitted. Questions of a personal nature (salary, age, years of experience, etc.) were also excluded.

#### Definitions and Explanations

1. In this study "Montana Public School Teachers" is understood to mean those teachers who are serving in the public schools of the state in grades one to twelve inclusive.

2. The term "Administrator" as used in this investigation applies to the official, either superintendent or principal, who is in charge of the school system by reason of the authority directly invested in him by the board of education.

3. The term "Comparison groups" as used herein refers to the 8 groups into which the respondents to the information blank were divided for purposes of analysis and comparison.

4. For the purposes of this study, "Freedom" is interpreted to mean an individual's right to do what he chooses so long as his action does not deprive others of their rights; and "Freedom of teachers" is understood to mean the right of a teacher to act on his initiative (at work, in private, or in public) without restraint or interference, to the same degree as any other member of the community.

### Sources of Data

The data for this study were collected from the following sources:

1. A letter sent to the administrators of the state asking for the  
5  
following information:

- a. Teacher's Contract
- b. Application Blank
- c. Regulations adopted by school board
- d. Rules of school administrator
- e. Any other appropriate material

2. A questionnaire sent to a representative number of teachers,  
6  
principals, and administrators of the public schools of the state.

3. The School Laws of the State of Montana, 1937 Edition.

4. Numerous Research Bulletins of the National Education Association.

5. Books, current periodical publications, both general and professional, and other material dealing with the subject.

Responses were received to 60 per cent of the 150 letters mailed to administrators. Included with the responses were 68 contracts, 57 application blanks, 20 copies of rules and regulations of school boards, and numerous comments.

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5. See Appendix for copy of letter, p. 145.

6. See Appendix for copy of questionnaire, p. 147; letter of transmission, p. 146; and follow-up postal card, p. 151.

Following is a table showing the number of letters mailed and received for each class of school:

**TABLE I**  
**NUMBER OF REPLIES RECEIVED TO LETTER REQUESTING SCHOOL REGULATIONS**

<u>Schools</u>	<u>Number Mailed</u>	<u>Number Answered</u>	<u>Per Cent</u>
First Class -----	6	5	83.3
Second Class -----	67	49	73.1
Third Class -----	58	29	50.
County High Schools* -----	19	7	36.8
Totals -----	150	90	60.

\* (Three (3) of the county high schools were under the same management as the elementary schools -- all second class districts -- Fergus, Jordan, and Wibaux.)

Of the 484 questionnaire blanks mailed to educators in 110 towns and cities, and rural teachers in 80 rural communities, 389 were returned (one being unanswered because of too small a rural school). A table follows giving in more detail the information concerning schools and returns on the forms:

**TABLE II**  
**NUMBER OF REPLIES RECEIVED TO THE QUESTIONNAIRE**

<u>Schools</u>	<u>Number Mailed</u>	<u>Number Answered</u>	<u>Per Cent</u>
First Class -----	46	38	82.6
Second Class -----	176	157	89.2
Third Class -----	76	67	88.2
County High Schools -----	41	33	80.5
Rural* -----	145	92	63.4
Totals -----	484	388	80.17

\* (Schools were selected from 5 widely separated counties -- Beaverhead, Fergus, Lincoln, Sheridan, and Prairie.)



### Method of Presentation of Data

The general method of procedure in this study is to analyze the data, both original and secondary, through accurate presentation in tables and excerpts. Comparisons where available are used in the discussion to give a clearer portrayal of the material. In practically all of the tables, percentages only are listed in an effort to make the tables less voluminous and more easily read.

Only the provisions found in the 68 contracts received from Montana schools which pertain directly to teacher freedom are presented in the table and the discussion in Chapter VI. The information having a direct bearing upon freedom of teachers which was found in the 58 application blanks studied is not analyzed separately but is placed where it naturally falls in the discussions. However, the data used from the application blanks are combined in a table which is presented in the Appendix.

An attempt is made to investigate the problem in more detail than the mere statement of the total results of the questionnaire replies would permit by dividing the respondents into the following 8 groups: Men, women, educators in cities over 5000 in population, educators in cities under 5000 in population, administrators, principals, city teachers, and rural teachers.<sup>7</sup> The information obtained from the tabulations of the responses of each of these groups is presented in the discussions to bring out comparisons and points which otherwise would have been omitted. The tables showing the data relative to these 8 comparison groups are placed in the appendix to avoid over-crowding the body of the study with tables.

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7. See Appendix p. 175 for the number of respondents in each group.

### Review of the Literature of This Field and Related Fields

A number of studies dealing with many of the phases of teacher freedom have been made in recent years. Those which have been most helpful in the preparation of this study are reviewed briefly.

The most complete investigation of the freedom of teachers below college level is the one published in 1936 by Beale.<sup>8</sup> The data, which were obtained by an extensive questionnaire and numerous interviews, give the most complete picture of existing conditions for the country at large of any study to date. The study gives in detail the history and causes of these conditions, the theory of educators concerning the desirability of freedom of teachers, and the underlying social significance of the problem. The work reveals the vastness of the problem and the many questions which arise in connection with it. Evidence is presented to show that teachers are restricted in their freedom in various degrees in different localities by custom, circumstances, and the many pressure groups both in and out of school. It was found that teachers are inclined to do little to change existing conditions. Changes which are necessary in the present situation to increase teacher freedom are enumerated. Stress is placed on the importance to society of permitting teachers to have freedom.

In 1937 the Research Division of the National Education Association<sup>9</sup> compiled a revised report on teachers' oaths. It deals with the legal provisions made for requiring pledges of loyalty from teachers in the

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8. Howard K. Beale, "Are American Teachers Free?" New York, 1936.  
855 p.

9. Research Division, National Education Association, Teachers' Oaths, Mimeographed report, October, 1937, 29 p.

48 states, Hawaii, and the District of Columbia. The report reveals that statutes or state board regulations require teachers to take an oath in 23 of the states and the District of Columbia. These various pledges as they apply to public school teachers are analyzed in the study along 3 essential differences: (1) frequency of taking oath; (2) detail of prescription; and (3) the phraseology of the pledges. Considerable variation was found in the requirements of the oaths.

Of the numerous studies made of teachers' contracts, three were of particular use in the present study. In 1936 the Committee on Tenure of the National Education Association reported a study of 400 contract forms from 42 states and Hawaii.<sup>10</sup> The purpose of the investigation was to discover evidences of adverse conditions of employment for teachers, if such existed. The report reveals that a great variety of contract forms appear to be used within given states, except in those states where a state-adopted form is required. The committee found that these contracts vary in phraseology and the restrictive measures placed upon the teacher, and that many of them did contain clauses which were not in keeping with good practice. Stevenson reports a study of 420 contract forms in 1930.<sup>11</sup> The study analyzes the many stipulations in the various contracts. He found that little standardization of contract forms exists except in states with mandatory state-adopted contract forms, and that there are many contracts with provisions which restrict teachers. Cooke reported in 1935 a study of contract forms received from 303

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10. Committee on Tenure, National Education Association, Teachers' Contracts, 1936.

11. Fred C. Stevenson, "A Study of Forms Used in Making Contracts With Public School Teachers," Elementary School Journal, Vol. 30, March, 1930, p. 525-532.

12

school units in all states except Missouri and Montana. The report gives many of the restrictions which were placed on teachers as a result of the provisions in these contracts.

13

In 1936 Turner reported a questionnaire study of controversial issues in 6 California cities. The purposes of the study were: "(1) to discover certain factors within and without the school which condition the classroom presentation and discussion of important, current, controversial issues of a social, political or economic nature, and (2) to determine the effect of these factors on the teaching and administration of social studies." The investigation reveals that a large number of the teachers in the study are not presenting all the social, political, and economic issues they feel should be presented, and that the teachers believe that if they should present such other issues pressure would be brought to bear against them.

14

In 1934 Peters completed a study of the status of the married woman teacher as revealed in school board employment policies. The study found that there exists in most schools a policy against the employment of married women teachers. It concludes that there is no evidence that justifies a policy of discrimination against such teachers as a class.

15

Of the investigations made by the Research Division of the National Education Association on administrative practices which affect classroom teachers, the one most useful in the present work was reported in 1932.

12. Dennis H. Cooke, "Blue Law Blues," Nation's Schools, Vol. 16, Part I, October 1935, p. 31-33; Part II, November, 1935, p. 39-41.

13. Rex H. Turner, "Controversial Issues in 6 Cities," Clearing House, Vol. 11, December, 1936, p. 207-211.

14. David W. Peters, The Status of the Married Woman Teacher, Contributions to Education No. 603, Teachers College, Columbia University, New York, 1934.

15. Research Division, National Education Association, "Administrative Practices Affecting Classroom Teachers," Research Bulletin, Vol. 10, Part I, January, 1932; Part II, March, 1932.

Information was secured from 1489 questionnaire replies. The study presents data showing the present practices of school systems, and in some instances, the trend during recent years. The opinions of authorities on the problem are summarized in the report.

In 1932 Deffenbaugh and Zeigel reported a questionnaire study of the<sup>16</sup> selection and appointment of teachers. The data were obtained from 908 inquiry forms gathered from cities of various sizes in all parts of the country. The study gives the current practices of school systems relative to the selection and appointment of teachers, with special emphasis on new or unusual practices.

The only Montana study related to the present work is the questionnaire investigation made by Sonneman in 1934, which deals with the prob-<sup>17</sup>lems of teacher personnel in the public schools of the state. The purpose of the study was to ascertain what constitutes good practice, and to determine the current practices in Montana schools. The chapters dealing with appointment of teachers, teacher tenure, married women teachers, "home-talent" teachers, and teacher-community relationships contain some material which has a bearing on the present work. The pertinent material available in the investigation is presented in this study to show comparisons and emphasize significant points.

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16. W. S. Deffenbaugh and William H. Zeigel, Selection and Appointment of Teachers, Bulletin 17, Monograph 12, 1932, National Survey of Secondary Education, United States Office of Education, Washington, D. C.

17. Robert E. Sonneman, "Problems of Teacher Personnel in Montana Public Schools," Unpublished Master's Thesis, University of Montana, 1935.

## CHAPTER II -- PERSONAL CONDUCT OF TEACHERS

### ANALYSIS OF CERTAIN PROBLEMS OF TEACHER CONDUCT

#### Introduction

The question of conduct is a most important phase of teacher freedom. Since the work of the teacher is that of training youth, and an important part of that guidance (as most people believe) is the example the teacher presents to those under his supervision, conduct becomes by nature a subject of interest to the community. In the first part of this chapter the more common problems of teacher conduct are analyzed relative to freedom granted teachers. The answers and remarks received from respondents indicate the communities of the state vary in the amount of restriction placed upon the personal life of the teacher. The amount of restriction is naturally affected by circumstances, and by the interpretation placed upon the various phases of teacher conduct by the people of the community. Some schools adopt rules regulating conduct, while others have either none, or "unwritten" rules.

#### Personal Habits

The question of whether a teacher may use tobacco or liquor and retain his position is a matter of conjecture in many communities of the state. Table III gives the following picture of the situation as the respondents believe it to be at the present time; (See next page for Table III.)

TABLE III  
THE PROBABLE CHANCE A TEACHER HAS OF HOLDING A POSITION IN THE PUBLIC SCHOOLS OF MONTANA, IF KNOWN TO SMOKE OR DRINK.

Can a teacher in your school be known to do the following and hold his position?	Percent of 388 Responses				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
Smoke in public if a man -----	63.7	18.6	6.4	6.2	4.9
Smoke in public if a woman -----	2.8	9.8	21.2	63.9	2.3
Smoke in private if a man -----	81.7	6.2	3.1	.8	8.2
Smoke in private if a woman -----	28.9	23.7	19.	25.3	3.1
Drink in public if a man -----	4.6	9.6	14.7	65.2	5.9
Drink in public if a woman -----	2.3	3.6	8.8	80.7	4.6
Drink in private if a man -----	24.5	16.2	23.4	28.1	7.8
Drink in private if a woman -----	10.2	12.7	29.7	44.3	3.1

#### Use of Tobacco

It may be seen from Table III that the answer to the question, "May a teacher smoke?" is qualified by whether one is a man or a woman, and whether one smokes in public or private. Approximately 4 out of 5 of the replies indicate that a man may smoke in private, while only 1 out of 4 believe a woman may do so. The proportion of responses which indicate public smoking is permitted drops to about 3 out of 5 for men, and 1 out of 35 for women. About one-third of the educators believe that a man may endanger his position by disapproval ranging from criticism to dismissal for the use of tobacco in public, and about one-tenth of them believe the same for its use in private. Almost three-fourths of the answers indicate that a woman who uses tobacco in private may be criticized and subject to pressure, while practically all agree that if she smokes in public she would be running a great risk.

The replies of the 8 comparison groups shown in Appendix Table I<sup>1</sup> indicate only one significant variation on this question. It is inter-

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1. See Appendix p. 152.

esting to note that the table shows approximately the following proportion of educators reporting in their respective groups that a woman teacher may smoke in private: Rural, one-eighth; cities under 5000, one-fourth; and cities over 5000, one-half. This may indicate that the larger the community the less the restraint placed on a woman teacher smoking in private, or the difference may result from the dwelling places of teachers. In rural sections teachers either stay at private homes or at teacherages where privacy is restricted; while in urban centers their living quarters receive less public scrutiny, especially if they live in apartments or hotels. Then, in general, the larger the community, the less the public is likely to know about such matters and probably less restriction is placed on teachers.

It is important to note that of the 57 application blanks received,<sup>2</sup> 23 per cent contain questions pertaining to the use of tobacco. One designates the place by asking, "Do you smoke in your home or school?" and "Do you smoke on the street or in public places?"

Of the 68 contracts studied only one includes a statement against smoking by stipulating that " . . . if the undersigned teacher is found<sup>3</sup> guilty of smoking . . . this contract shall terminate at once."

The following are enlightening statements taken from the application blanks, and the responses of Montana teachers and superintendents:

1. "Regardless of answers, teachers are restricted in what they do."
2. "Could hold position, but would not be hired if superintendent knew beforehand."

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2. See Appendix p. 175.

3. See p. 117.



3. "Women criticized if they do."
4. "Depends on school board members."
5. "If you smoke or drink intoxicants do not return this paper."
6. "The board of trustees looks with disfavor upon the use, by a teacher, of either tobacco or liquor."
7. "Preference is given to non-smokers."
8. "We don't want women who smoke."
9. "We do not expect our women teachers to use either tobacco or liquor in any form."

4            5

It is the opinion of writers on the subject (Anderson, Ewing, and Minehan)<sup>6</sup> that both men and women teachers are restricted in the use of tobacco.

Ewing says, "In the matter of smoking, men teachers are frequently<sup>7</sup> persecuted as well as women . . . ."

Anderson states that, ". . . the public use of tobacco in the average community even by men teachers is actively frowned upon . . . ."<sup>8</sup>

Beale reports that in general men teachers may smoke except in the South and Middle West, and women teachers may do so in the very large cities and in the Northeast. He found that in the rest of the country about half to two-thirds of the teachers claimed they could; but, in communities of 25,000 population or less, while some permit men, others<sup>9</sup> do not, and few allow women to smoke.

Sonneman found in his study of 128 Montana schools that in 32 per cent of them the use of tobacco by teachers was regarded with disfavor,<sup>10</sup> especially in the case of women.

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4. Earl W. Anderson, "Hamstringing Our Teachers," Atlantic Monthly, Vol. 145, March, 1930, p. 391.
  5. Stephen Ewing, "Blue Laws For School Teachers," Harper's, Vol. 156, February, 1928, p. 530.
  6. Thomas Minehan, "The Teacher Goes Job-Hunting," Nation, Vol. 124, Part II, June 1, 1927, p. 606.
  7. Ewing, Op. Cit., p. 330.
  8. Anderson, Op. Cit., p. 391.
  9. Beale, p. 376-7.
  10. Sonneman, p. 116.

Since the findings in the preceding studies are not specific, a comparison must of necessity be in general terms. In general the present study seems to agree with Sonneman's, but it is difficult to ascertain how closely it agrees, since in his study the men and women are not considered separately. Considering the size of most communities of the state, the study appears to show that Montana teachers are no more restricted in smoking than teachers in other sections.

#### Use of Liquor

Table III reveals that, in the opinion of the educators responding, the use of liquor by teachers is definitely restricted. Approximately one-fourth grant that men may drink in private, and one-tenth, women; but in public, only about one-twentieth believe men may do so, and one-fortieth, women. The remaining replies indicate that teachers who drink invite criticism which in most cases would seriously endanger their positions.

Appendix Table I shows the variation in answers of the 8 comparison groups on this topic to be small in most cases. <sup>11</sup> The rural teachers show less restriction for men drinking in public than do city teachers; but more restriction concerning drinking in private by either men or women. The principals indicate less restriction for teachers drinking, than do either the administrators or the city teachers.

Of the 57 application blanks studied, six ask questions concerning the use of liquor, and five list similar questions, and then ask if the applicant is "willing to abide by such rules as Board may make on these

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11. See Appendix p. 153.

and other matters."<sup>12</sup> One of the 68 contracts received has a clause which terminates the agreement at once, if a teacher is found guilty of drinking.<sup>13</sup>

Interesting comments received which are typical of those made by teachers and administrators are:

1. "Drinking at any time is not tolerated."
2. "We do not expect our women teachers to use liquor in any form."
3. "We do not employ drinkers if we know it."
4. "Any teacher caught using tobacco or liquor is automatically dismissed from service."
5. "Depends upon extent."
6. "Could get by for a while."
7. "Not, if known."
8. "Doubtful, to any extent."

Regarding the use of liquor by teachers, Beale found the following information in his study: That drinking is more restricted than smoking, that three-fourths of the teachers in the Northeast and four-fifths of them in great cities and suburbs claim they can, that contracts frequently forbid drinking, and that most communities ask a higher standard of their teachers than of parents in such matters.<sup>14</sup>

Sonneman reports in his study of 128 schools of the state that 15 per cent have intemperance clauses in teachers' contracts, which give the Board the right of revocation during the school term.<sup>15</sup>

The present study does not show as high a percentage of restrictive clauses in teachers' contracts as does Sonneman's. The limited number of contracts studied may account for this difference.

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12. See Appendix p. 175.

13. See p. 117.

14. Beale, p. 379-80.

15. Sonneman, p. 49.

Beale's findings show that in the great cities and the Northeast there is less restriction on teachers drinking than in Montana. In general, however, it appears that teachers in Montana are not restricted in drinking to any greater extent than teachers in other states.

### Social Life and Amusements

From the opinions of school people of the state, one gathers that teachers are not entirely free to go to all social functions and public amusements. Certain factors appear to qualify the right of the teacher to participate, such as: Frequency of attendance, whether type of entertainment is classed as "respectable" in the eyes of the community, the hour of leaving and arriving home, and whether attendance is on school nights.

The following table is presented to facilitate the discussion of this subject:

TABLE IV

THE PROBABLE CHANCE A TEACHER HAS OF HOLDING A POSITION IN THE PUBLIC SCHOOLS OF MONTANA, IF KNOWN TO PARTICIPATE IN CERTAIN TYPES OF SOCIAL LIFE AND AMUSEMENTS.

Can a teacher in your school be known to do the following and hold his position?	Percent of 388 Responses				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
Frequently visit beer parlors -----	6.	13.7	19.8	57.9	2.6
Dance at "respectable" dances -----	93.	4.2	.8	1.	1.
Dance in public places where beer is sold -----	23.7	25.8	22.2	24.7	3.6
Attend theater and other amusements on school nights -----	84.5	9.	3.6	2.1	.8
Play cards in private (Not gambling)	98.6	.5	.3	.3	.3
Play cards in public (Not gambling)-	86.1	6.4	3.6	3.3	.6
Gamble -----	3.3	9.6	25.	59.5	2.6
Keep company with opposite sex -----	88.9	6.4	1.8	2.1	.8

### Frequently Attend Beer Parlors

All but 6 per cent of the responses in Table IV indicate that a teacher may not visit beer parlors with any frequency without gaining public disapproval. Approximately 15 out of 16 answers indicate that the teacher who makes a practice of visiting beer parlors is placing himself open to criticism and loss of position.

The responses from the 8 comparison groups in Appendix Table I show no important differences.<sup>16</sup> Men indicate slightly less restriction for teachers than do women; the smaller cities show a little less restriction than do the larger cities; and rural teachers appear to be a little less restricted than city teachers.

Comments received from teachers and superintendents agree with the responses to the questionnaire. Many of the statements are vague as to what they mean, but most of them probably do include the frequenting of beer parlors as an undesirable pastime for teachers. A sampling of the comments follows:

1. "No liquor."
2. "Not local beer parlors very often."
3. "No smoking for women, wild parties, etc."
4. "One must conduct oneself as a lady or a gentleman."
5. "Have used 'partying' as a basis for discharging."
6. "It is generally understood that the same regulation" (reference to another prohibitive rule adopted by the school board)  
"applies to the attending of any night club in . . ., excepting that this applies to both men and women."

Sonneman's findings on this topic agree quite closely with the present study. He reports that of the 128 Montana schools studied, 80 per cent condemn patronizing beer parlors by teachers.<sup>17</sup>

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16. See Appendix p. 153.

17. Sonneman, p. 115.

## Dancing

### ("Respectable" Dances)

In general teachers are comparatively free to attend dances which are approved by the public. Table IV shows that 93 per cent of the educators reply that teachers may attend. The remainder believe attendance may cause criticism of the teacher.

The 8 comparison groups in Appendix Table I show close agreement on  
18  
this question.

There were few significant comments on this question, possibly since it causes less controversy and is accepted by the public to more of an extent than some of the other social activities in which teachers may engage. One school places restriction not on dancing, but, on the hour. For instance, "Teachers are permitted to dance, although the Board expects them to use good judgment in getting home at a reasonable hour."

It appears that there are communities in other sections of the  
in  
country which disapprove of teachers dancing. Beale reports that/a  
19  
number of communities a teacher may not dance in public.

Anderson states that one Mississippi contract prohibited dancing by saying, "No teacher is expected to attend dances at home or away when in the employ of this board." He says objection to dances "is confined  
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to scattered sections of the country."

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Cooke also found contracts which prohibited dancing.

There is little difference in the findings reported by Sonneman on this topic and those reported here. Of the 128 Montana schools, he

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18. See Appendix p. 154.

19. Beale, p. 375.

20. Anderson, p. 391.

21. Cooke, Part I, p. 31, Part II, p. 39.

found that 3 per cent did not favor public dances.

It appears that Montana teachers have about the same freedom to attend "respectable" dances as do teachers elsewhere.

(Dances in Public Places Where Beer Is Sold)

This question gives a much different picture of the freedom of teachers to dance than the preceding one. Less than one-fourth of the replies claim teachers may dance where beer is sold. In some communities the right may be conditioned by many "ifs." Witness what educators of the state have to say:

1. "Yes, if not too late or often."
2. "If not in town."
3. "Doubtful -- if habitual."
4. "Not too much."
5. "Depends upon school board members."

This provision was claimed by a country teacher, "O. K. provided we are accompanied by a 'respectable' bachelor."

An interesting point is indicated by the answers of the 8 comparison groups on this question. <sup>23</sup> Approximately one-third of the rural group, one-fourth of the smaller-city group, and one-twelfth of the larger-city group indicate teachers may dance in public places where beer is sold without receiving criticism or some other degree of public disfavor. The smaller the community usually the fewer the available dancing places, and in many towns there may be only one to which every one goes who wishes to dance, even if beer is sold there. In some small towns the beer parlor is combined with the confectionary store, and is frequented by everyone. This may account for the apparent show of less restriction in the

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22. Sonneman, p. 115.

23. See Appendix, p. 154.

smaller places.

### Attending Theater and Other Amusements on School Nights

The questionnaire form did not seek the answer to the question: Are teachers free to attend the theater? If there are any communities in the state where this right is not granted teachers, they are not known.

Attending the theater and other amusements on school nights, however, must cause teachers to be criticized in some places as only 85 per cent report in Table IV that they may attend such functions without public disfavor of some sort. The remainder feel such action is looked upon with disfavor.

The 8 comparison group answers in Appendix Table I indicate that teachers in cities over 5000 are more free in this respect than those in smaller cities, and the rural teachers less free than either. <sup>24</sup> The percentage answering "Yes" follows: Cities over 5000, 97 per cent; cities under 5000, 88 per cent; rural, 64 per cent. The difference probably arises chiefly because there are no theaters in the rural sections, nor in many small towns. Also there are few other entertainments to attend unless the teacher goes elsewhere. Going elsewhere, combined with the lateness in returning, may cause public criticism.

In many places the objection is probably not so much to the attending of the theater or entertainment, but to the fact that the teacher may attend on a school night, and do so frequently, as one may note from several typical comments:

1. "If confined to a reasonable hour -- about 11:00."
2. "Yes, if not often."

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24. See Appendix, p. 154.



3. "Yes, until midnight -- but not too frequently."
4. "Yes -- occasionally."
5. "Yes, but not excessively."
6. "Mid-week dances are frowned upon although certain community benefit dances which sometimes occur in the middle of the school week, are approved since there are but two or three a year."

Among the school board rules received from 20 schools, the following rules were found to have been adopted by two school boards:

1. "Generally speaking week-night social functions and parties are taboo -- there are exceptions, however."
2. "Teachers shall not allow outside amusements, or late hours to interfere with school work. Teachers shall be at their homes or places of residence by 12 o'clock midnight on every Sunday, Monday, Tuesday, Wednesday, and Thursday nights during the school year, and shall not be at entertainments or places of amusement later than said 12 o'clock midnight on any of the nights above mentioned."

A contract in force in one Montana school during 1930-1931 (not known whether in force at present time) had this restrictive clause:

"You are not to make a practice of going to dances, entertainments, etc. on school nights. We feel in order to maintain your poise, discipline and carry on your work in a satisfactory manner you should not be out later than 12 o'clock on these nights. Please confer with the principal about these matters beforehand, should a possibility of it arise."

The prejudice against teachers attending the theater is lifted in most communities of the nation, although in some the act is still looked upon with disfavor. <sup>25</sup> However, studies show that teachers are restricted in many places in attending the theater and other amusements on school nights.

<sup>26</sup> <sup>27</sup> <sup>28</sup>  
Ewing, Cooke, and Minehan, all mention contracts that have clauses prohibiting teachers from dancing, having "dates", or attending social events on school nights.

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25. Beale, p. 374.
  26. Ewing, p. 331.
  27. Cooke, Part I, p. 31.
  28. Minehan, Part II, p. 606.

The study by Senneman shows about the same picture on this subject. Of the 128 Montana schools studied, he reports that midweek dances are disapproved in 23 per cent; midweek "dates" in nearly 5 per cent; midweek parties in 3 per cent; and less than 1 per cent against mid-week theater attendance.<sup>29</sup>

### Cards

Teachers in practically all Montana communities are free to play cards. However, in some places the right does not extend equally to playing in both private and public as can be seen from Table IV. Of the educators reporting 99 per cent believe that teachers may play cards in private; while in public, the per cent drops to 86 per cent.

One rural teacher makes this qualification for playing cards in public, "For men -- yes." Others say, "Only at public card parties," and "Parties -- yes."

The question of gambling is included in this section as it seems to more logically fall here than elsewhere. There are many other types of gambling than those using cards, but since the more common ones are played with cards, it is placed in this section.

Table IV reveals that gambling by teachers is either restricted or looked upon with disfavor in practically all communities of the state. As reported in the table, only 3 per cent indicate teachers may gamble, while the remainder show that the public disapproves of the practice.

There appears to be no difference great enough to be significant among the 8 comparison groups shown in Appendix Table I.<sup>30</sup>

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29. Senneman, p. 115.

30. See Appendix, p. 154.

31                      32                      33                      34

Several authors such as Cooke , Grieder , Beale , and Anderson state that card playing is prohibited or limited in many school districts. Beale gives the following proportion of teachers claiming they dare gamble: Large cities, nine-tenths; Northeast, three-fifths; South, one-thirty-fifth. He found teachers were restrained in rural communities and small towns.

Sommeman found that of the 128 Montana schools in his study, less than 1 per cent disapprove of teachers playing cards at public card parties, but frequenting gambling rooms is regarded with disfavor in 84 per cent of the schools.

#### Companionship With Opposite Sex

Teachers may keep company with the opposite sex in practically all communities of the state. In Table IV about 4 per cent answer that teachers either may not keep company with opposite sex, or it is doubtful whether they may; 6 per cent answer they may, but may be criticized; and 89 per cent claim they may.

For the most part the 8 comparison groups agree quite closely in Appendix Table I. However, the rural teachers report a little more restriction in this matter than do city teachers.

Some qualify the teacher's right to keep company with the opposite sex by saying, "Not students," or "if single." Rural teachers add: "If not too late or frequently," "Yes, but not at teacherage," and "Our school district is composed largely of bachelors and we are encouraged to

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31. Cooke, Part I, p. 31.  
 32. Calvin Grieder, "The Docile Profession," Nation's Schools, Vol. 19, February, 1937, p. 38.  
 33. Beale, p. 375.  
 34. Anderson, p. 391.  
 35. Beale, p. 376.  
 36. Sommeman, p. 115.  
 37. See Appendix, p. 155.

keep company with any of them, but the school board does not make this compulsory."

A study made in 1936-1937 by the Committee on Teacher Tenure for Montana reports interesting data on restriction of teachers. To the question, "Is personal, social, and recreational life of the teacher restricted?" the number of respondents answered as follows: Yes, 60; Somewhat,<sup>38</sup> 114; No, 191.

Sommeman found in his study of 128 Montana schools that 12 per cent attempt by means of board rules to govern social conduct and behavior of teachers.<sup>39</sup>

Authorities in the field find restrictions placed on teachers in this respect. Anderson found communities that prohibited teachers from "going with" other teachers.<sup>40</sup>

Beale reports there are contracts that prohibit women teachers from "keeping company" with more than one man, or with any men.<sup>41</sup>

In the matter of social gatherings and social life for teachers, Ewing gives this picture:

"It is a fact, too, that the 'best families' of a town very rarely accept a teacher socially, or even treat her as a human being. I think of another attractive young woman who gave up teaching for business because she found herself utterly alone in the community, the other teachers being much older than herself. The mothers of her pupils did, it is true, invite her to lunch in a perfunctory fashion, but she found their air of condescension quite insufferable. It frequently happens that a school-board will legislate

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38. Committee on Teacher Tenure, "Teacher Tenure For Montana," March

20, 1937, p. 1

39. Sommeman, p. 112-3.

40. Anderson, p. 392.

41. Beale, p. 389.

its teachers into the position of a third sex supposed to have no social instincts whatsoever, and then the townspeople will ignore them because they are 'queer.' A similar patronizing attitude toward men teachers has undoubtedly been a contributing factor in driving the best type out of the profession; for their overlords on the school-boards have treated them as ninnies merely because they have chosen to follow a profession which offered small financial rewards."<sup>42</sup>

### Participation In Affairs of Community

The following table is presented to supplement the discussion of this section:

TABLE V

THE PROBABLE CHANCE A TEACHER HAS OF HOLDING A POSITION IN THE PUBLIC SCHOOLS OF MONTANA, IF KNOWN TO PARTICIPATE IN CERTAIN COMMUNITY ACTIVITIES, OR TO DECLINE TO PARTICIPATE IN OTHERS.

Can a teacher in your school be known to do the following and hold his position?	Per Cent of 388 Responses				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
Fail to attend or take an active part in church work -----	74.7	11.9	5.6	6.7	1.1
Decline to take part in community activities -----	27.3	38.9	15.5	16.5	1.8
Spend numerous week ends in other communities -----	47.7	29.4	11.6	9.3	2.
Fail to give financial support to "worthy causes" -----	35.1	41.3	11.3	11.8	.5
Purchase clothing and other supplies in another city -----	62.6	27.3	4.1	4.9	1.1
Join a labor union -----	36.6	6.4	30.7	11.3	15.
Run for public office -----	48.5	10.1	16.5	16.5	8.4
Campaign for a political party -----	27.3	20.6	25.3	20.6	6.2

### Church Work

In order to hold his position a teacher need not take part in church work in most sections of the state, but there are some places where this is expected. Table V shows that three-fourths of those answering claim

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42. Ewing, p. 338.

teachers may hold their positions without taking part in the activities of the church, and 12 per cent believe they may hold their positions, but would be criticized. The remainder, which is over one-tenth, report, if they do not enter into church activities, their retention of position may be in doubt or definitely in danger.

There is no great variation in answers of the 8 comparison groups in Appendix Table I on this question.<sup>43</sup> The replies indicate that teachers are expected to participate in church activities a little more in cities under 5000 than in the larger cities.

In most communities church work is probably not compulsory, but teachers may feel that it is necessary to take an active part in the work to avoid public disapproval. One superintendent says, "It is suggested that teachers assist in the community where their talents will help community organizations, such as choir or Sunday School work. It is not compulsory, but approved."

A rural teacher remarks that, "The community in which I teach is predominately German and religion plays an important part in their lives."

Others state, "He should, but can get by," and "Teachers may go to church or not as they wish."

Other studies show that in many communities teachers are expected to take an active part in church activities. Cooke reports that school boards often make it evident that they prefer that teachers make a habit of attending church and taking an active part in the work.<sup>44</sup>

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43. See Appendix, p. 155.

44. Cooke, Part II, p. 40.

Minehan claims that although a teacher may not be required in writing to take an active part in church activities, he is expected to, nevertheless.<sup>45</sup>

In his study of 128 Montana schools, Sonneman reports that teachers in 45 per cent of the communities are expected to give active support to religious activities; in 35 per cent, give time to Sunday School work; and in 40 per cent, aid church choirs.<sup>46</sup>

### Community Activities

It appears that in most communities teachers are expected to take part in activities outside the school, and if they do not, public disfavor of some sort usually results. Only about one-fourth of the respondents show in Table V that teachers may decline to take part without public disfavor. The remainder agree that teachers must take part, in order to avoid criticism or loss of position.

The answers of the 8 comparison groups in Appendix Table I indicate that a larger percentage of rural teachers feel that they are expected to take part in community activities than do teachers in cities under 5000; and a larger percentage of those in the smaller cities feel that they are expected to take a more active part in community activities than do teachers in cities over 5000.<sup>47</sup>

The general run of qualifying comments of educators to this question are: "Yes, but won't last indefinitely," or "Yes, but subject to criticism."

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45. Minehan, Part II, p. 606.

46. Sonneman, p. 114-115.

47. See Appendix p. 155.

Of the 57 application blanks studied, 7 per cent inquire as to the candidate's interest in community activities.<sup>48</sup> Such questions or statements as the following are included:

1. "Lodges, fraternities or other organizations to which you belong."
2. "Can you organize patron's clubs?"
3. "Community activities in which you participate."
4. "List community activities in which you are interested."

One Montana contract in effect during the year 1930-1931 had the provision that a teacher should "Attend and take part in community activities as much as possible, especially where it affects the school."

Sommeman found that of the 128 Montana communities studied, 36 per cent require teachers to assist with community activities, and 70 per cent expect teachers to assist actively civic, social, and religious activities.<sup>49</sup>

In 1937 the Committee on Teacher Tenure for Montana reported that of the number responding to the question, "Are teachers expected to do outside work in the community?" 170 replied, "Yes," and 85, "No."<sup>50</sup>

Anderson found that in many places teachers are expected to participate in community activities. He says in part, "Many people feel that teachers are paid to take an active part in all local affairs . . ."<sup>51</sup>

#### Spend Numerous Week Ends in Other Communities

This question seems to vary in importance depending upon the com-

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48. See Appendix p. 175.

49. Sommeman, p. 114-115.

50. Committee on Teacher Tenure for Montana, p. 2.

51. Anderson, p. 394.



munity, as some say: "No problem"; while others state, "Very important."

In Table V half of the respondents report that teachers must not spend numerous week ends in other communities, if they wish the public's approval. The table shows that 48 per cent say they may; 29 per cent say they may, but criticism will follow; 12 per cent say it is "doubtful," and 9 per cent say, "No."

The assumption, that the larger the place the less the public knows where the teacher spends his week ends, and therefore the less the restriction, is not warranted by the responses in Appendix Table I. <sup>52</sup> Although there is some indication of less restriction in the larger communities, it is not large enough to be significant. There is no large variation in answers of the other groups.

Several superintendents mention the question in reporting their school's regulations. One states that, "As regards regulations governing the conduct of teachers, we require that teachers shall stay in the community a reasonable number of week-ends . . . ." Another says, " . . . I do caution teachers that we expect them to take some interest in the community and not spend all their spare time in . . . (name of another city) or elsewhere. However, there is no criticism unless they carry their absences to the extreme."

In 1937 the Committee on Teacher Tenure for Montana presented the following data: Of the number of respondents answering the question -- "Are teachers asked to spend week-ends in the district where employed?" --

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52. See Appendix, p. 155.

32 replied, "Yes"; 14 believed, "Somewhat"; and 216 said, "No."<sup>53</sup>  
<sup>54</sup> Cooke and <sup>55</sup> Beale

both found communities where board rules or contracts had prohibitive stipulations concerning teachers spending week-ends away from the locality where they teach.

### Financial Support

#### ("Worthy Causes")

It seems evident from Table V that teachers are expected to give financial support to community activities in most localities. Only about one-third of the answers indicate that a teacher may decline to give support in a financial way to "worthy causes" and escape public disapproval. Over 41 per cent of the respondents believe a teacher will be criticized, if he does not give assistance with his money; and about one-fourth believe a teacher's failure to accept such responsibilities may place his retention in doubt. One teacher gives a typical opinion in saying, "I feel quite sure we are expected to do this."

The 8 comparison groups in Appendix Table I show no significant<sup>56</sup> variation on this question.

In his study of 128 Montana schools Sonneman found that in 76 per cent, teachers are expected to contribute money to civic, social, and<sup>57</sup> religious activities. Considering the way the questions are stated in his study and the present one, there is comparatively close agreement.

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53. Committee on Teacher Tenure for Montana, p. 2.

54. Cooke, Part I, p. 31.

55. Beale, p. 394.

56. See Appendix, p. 156.

57. Sonneman, p. 112-13.

(Purchase of Clothing and Other Supplies)

The replies in Table V indicate that the majority of teachers may purchase clothing and supplies elsewhere than where they teach, and still hold their positions. Of the 388 responses, 63 per cent say teachers may; while 27 per cent say they may, but with criticism. About one-tenth answer that it is "doubtful," or definitely "No."

In Appendix Table I the rural teachers indicate less restriction<sup>58</sup> than the city teachers. This difference may be accounted for by the lack of stores in most rural communities. Several teachers commented that there was "No store," or "No clothing store" in their locality.

Active Citizenship

(Join a Labor Union)

Since the question of joining a labor union has not arisen in most schools of the state, it is by nature a difficult one for educators to answer as to what would be the practice in their locality. This probably accounts for the high percentage not answering this question. A number commented that they did not know. Their opinion, therefore, is probably subject to more error on this question than on others. The opinion on the other two questions: "Run for public office," and "Campaign for a political party" may be subject to some degree of error also, as these situations have not arisen in a number of schools.

More than one-third of the educators give the opinion in Table V that teachers could join a labor union, and hold their positions without public disfavor. Six per cent believe teachers could, but would be criticized.

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58. See Appendix, p. 156.

Such comments as the following give the situation as it appears in some communities:

1. "Yes, if a good teacher."
2. "Yes, some criticism would result."
3. "Board is considering matter."
4. "Not yet experienced here, but likely to be before this year is over."

Writers report evidence that teachers are sometimes forbidden to  
 59 join teachers' unions or take an active part in labor activities. 60

(Run for Public Office)

Table V shows almost half of the replies claiming that teachers in their localities may run for office, and still retain their teaching positions. Some 10 per cent report teachers may, but would be criticized.

Statements of Montana educators, on the topic, follow:

1. (Teach) "until elected."
2. "Only for County Superintendent."
3. "Yes, if doesn't interfere with teaching."
4. "Must resign to run."
5. "Interferes with school time -- No."
6. "Should not be so, but 'politics' is too often considered to be below the level of such persons as teachers are supposed to be -- and too often is."

(Campaign for a Political Party)

From Table V teachers appear to be less free to campaign for a political party without criticism than to join a labor union or run for office. In the table slightly over one-fourth of the educators report teachers may campaign, and still retain their positions without public disapproval of some sort. About 21 per cent claim teachers may, but would be criticized.

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59. Anderson, p. 394.

60. Beale, p. 396.

From the remarks of those responding to the questionnaire, one may see that there are many qualifications placed upon the teacher's right to campaign for a political party. Witness those mentioned:

1. "Casually — yes."
2. "Not publicly."
3. "Yes, if a good teacher."
4. "If democratic only."
5. "Depends on which party."
6. "Within reason, if willing to take the responsibility of defeat."

The 8 comparison group responses shown in Appendix Table I reveal comparatively close agreement on these questions concerning active citizen-  
61  
ship. The men and women answer about the same with possibly the women showing more restriction on joining a labor union. The principals claim less restriction for teachers than do either the administrators or city teachers.

Writers on the subject report that teachers are restricted in how active they become in such matters. Beale found that over the country a fourth to a half of the teachers claim they cannot campaign actively for  
62  
a political cause, or run for office.

Grieder says that for teachers, "  
63  
. . . to become too active politically means losing one's position."

#### Other Factors

Table VI, which follows, is used to aid the discussion of the points in this section.

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61. See Appendix, p. 156.

62. Beale, p. 396.

63. Grieder, p. 38.

TABLE VI

THE PROBABLE CHANCE A TEACHER HAS OF HOLDING A POSITION IN THE PUBLIC SCHOOLS OF MONTANA, IF KNOWN TO BE IDENTIFIED BY, OR TO PARTICIPATE IN CERTAIN MISCELLANEOUS FACTORS.

Can a teacher in your school be known to do or to be the following and hold his position?	Per Cent of 388 Responses				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
Become the subject of unproved charges of immorality -----	9.	7.7	26.8	53.1	3.4
Dress in an unconventional manner ----	11.8	45.1	20.9	20.4	1.8
Use excessive amount of "Make-up" and cosmetics -----	22.6	46.4	16.	11.4	3.6
Board where teacher desires -----	86.1	6.2	1.5	5.1	1.1
Room at Hotel -----	71.4	6.4	7.	8.3	6.9
Read magazines, pamphlets, and books of own choosing -----	95.1	1.5	1.	.8	1.6
Be a poor teacher, but popular outside of school -----	27.1	10.1	29.6	31.2	2.
Be a good teacher, but unpopular outside of school -----	47.7	21.1	21.1	8.8	1.3

#### Subject of Unproved Charges of Immorality

The good reputation of a teacher is an important factor in holding a position in the schools. All but 9 per cent of the responses in Table VI agree that a teacher charged with immorality, although unproved, is in danger of criticism and possible dismissal. Over 53 per cent of the replies indicate definitely that a teacher could not hold his position under such charges.

The 8 comparison group replies in Appendix Table I show but little variation on this question. <sup>64</sup> The answers of the women may indicate a little more restriction than those of the men, and the rural teachers appear to show a little more restriction than the city teachers.

In determining whether a teacher may hold his position under such

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64. See Appendix, p. 157.

charges as the question states, the respondents believe much depends upon the circumstances surrounding the incident. Note some of their comments:

1. "The answer would depend upon how loud the 'noise' became."
2. "Depends upon circumstances."
3. "Doubtful -- would be investigated."
4. "Must maintain a good reputation as well as character."
5. "Usually a . . . suspicion regardless of the high moral standards of a teacher, is sufficient to conviction."
6. "The attitude of the present board would lead to conference with teacher concerned and demand for proof on part of those making charges. If convinced of teacher's innocence a transfer might be arranged just to help him."

As it applies to this question, the law in general is given briefly as follows:

"The courts are agreed that a teacher may be dismissed for immorality. In fact, it has been held that mere charges of immorality constitute sufficient cause of dismissal. Good reputation, as well as good character, it is said, is a necessary qualification of a teacher. 'If suspicion of vice or immorality be once entertained against a teacher,' said the Court of Appeals of Illinois, 'his influence for good is gone. The parents become distrustful, the pupils contemptuous, and the school discipline essential to success is at an end.' Moreover, the act of immorality of which the teacher is accused need not have been committed after service under the contract began."<sup>65</sup>

Beale reports that in most communities outside of the very large cities unproved charges of immoral conduct against a teacher will cause dismissal.<sup>66</sup>

Sonnenman found that in 76 per cent of the 128 Montana schools studied, teachers are expected to lead exemplary lives in the community.<sup>67</sup>

#### Dress

The educators of the state make no mention of rules prescribing the manner of dress for teachers. In most communities this question is one

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65. Newton Edwards, "The Law Governing the Dismissal of Teachers," Elementary School Journal, Vol. 23, December, 1932, p. 267.
66. Beale, p. 381.
67. Sonnenman, p. 112-13.

that seems to cause little trouble, probably because teachers themselves do not usually dress in extremes. In the opinion of many superintendents, the question appears to be as follows:

1. "No problem."
2. "Never came up."
3. "I think in most instances teachers have good judgment in their dress and do not need to be guided in these matters."

In matters of extreme or unconventional dress there is definite restriction. Table VI shows only a little over one-tenth of the respondents replying that teachers may dress in an unconventional manner without receiving criticism. Over 45 per cent answer that teachers may do so, but with criticism. The remainder (less than half) believe the matter is either in doubt or definitely "No."

What "unconventional" dress means in any community should naturally affect the degree of teacher restriction. Note such comments as:

1. "Depends on what is termed unconventional."
2. "Depends on how extreme."

Others say:

1. "The parents do not object but the school board wishes us to appear at all times attractive."
2. "Students rebel."

The extreme in make-up is less restricted than, in dress. In table VI one-fourth report that teachers may use an excessive amount of "make-up" and retain their positions. Almost half say they may, but with criticism. Only about one-tenth report definitely "No."

Most of the comments agree that this question does not cause much trouble. Witness:

1. "This allowed but not encouraged."
2. "For a time."



3. "No problem."
4. "Never came up."
5. "Here again I have not had an occasion for complaints though I think most of our teachers use these beautifiers."

Others give the following opinions:

1. "Bad, doubtful."
2. "Cultured women not guilty."
3. "Common sense should take care of this item."
4. "Doubtful -- since one who cannot be led to see the need of moderation in such a simple matter is probably going to be way out of line in other matters."

Comparing the answers of the 3 groups on this topic which are shown in Appendix Table I, we find: Those of men and women about the same; the city group over 5000 shows a little more leniency in matters of "make-up" than the smaller city group; the rural teachers show a little less freedom on both questions than city teachers, and the administrators, principals, and city teachers show no significant difference.<sup>68</sup>

Writers in the field voice the opinion that in many communities teachers are restricted in matters of dress.<sup>69</sup> One claims that the use of cosmetics is looked upon with disapproval in small towns.<sup>70</sup>

Another claims that, ". . . in the small towns they are likely to be very critical of skirts that are too short or colors that are too gay."<sup>71</sup>

### Living Quarters

(Board Where Teacher Desires)

Where the teacher boards appears to be restricted in very few places

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68. See Appendix, p. 157.

69. Anderson, p. 392.

70. Beale, p. 390.

71. Ewing, p. 330.

of the state. Of the 388 responses in Table VI, 86 per cent claim the teacher may board where he wishes, and 6 per cent say he may, but criticism may result. Five per cent believe the teacher may not board where he wishes, and still hold his position.

From the responses in Appendix Table I, it appears the rural teachers are more restricted than city teachers; with possibly the smaller city group showing a little more restriction than the larger city group. The percentages from each group replying that the teacher may board where he wishes are as follows: Rural, 76 per cent; cities under 5000, 86 per cent; and cities over 5000, 96 per cent.<sup>72</sup> The scarcity of places where teachers may board in the smaller towns, and especially in the rural districts, may account for this difference in degree of restriction.

One rural teacher says she "must live in teacherage." Another says, "While a teacher here might board where she pleases, she had better not wish to board where she shouldn't." A superintendent of a small school says teachers, "must not 'batch.'"

(Room at Hotel)

In Table VI, 71 per cent of the respondents report that teachers may room at hotels in their communities without criticism, and 6 per cent claim teachers may, but it is frowned upon by the public. Seven per cent are doubtful whether teachers may room at a hotel, and 8 per cent say, "No."

From the percentages given in the table, one might at first assume the right to room at a hotel is more restricted than the privilege of boarding where the teacher desires. However, this is not the case since

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72. See Appendix, p. 157.

the total percentages may have been thrown out of line by the replies from the rural districts and the small towns where there are no hotels available. Appendix Table I reveals that in the larger city group, where both questions equally apply, the responses show almost the same degree of restriction on both. The rural group where there are probably no hotels; and the smaller city group where there are few hotels, indicate less restriction on this question than on the previous one.<sup>73</sup>

Many of those making replies make notes to the effect that there is "No hotel" in their community. Some put emphasis not on the right to room at hotels, but on the hotels themselves such as: "Certain hotels taboored," and "Yes -- depends upon kind." A woman teacher says "Yes, but usually don't -- too expensive."

One superintendent claims that, "Teachers are forced to room at hotel because of limited accommodations elsewhere." Another teacher informs with emphasis that a teacher may not stay at a hotel in her community by saying, "No, a thousand times."

The Committee on Teacher Tenure for Montana reported in 1937 that of the total number answering the question -- "Is the residence restricted?"<sup>74</sup> -- 58 reported "Yes"; and 201, "No."

There appear to be sections over the country where teachers are restricted as to where they room and board. Anderson found that some teachers are not free to room where they wish.<sup>75</sup> Beale claims in his study that there are restrictions placed on teachers as to rooming at hotels, and as

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73. See Appendix, p. 157.

74. Committee on Teacher Tenure for Montana, p. 2.

75. Anderson, p. 396.

to where they board.

### Reading Matter

Table VI shows that in response to the question -- "May a teacher read magazines, pamphlets, and books of own choosing?" -- 95 per cent of the respondents answer in the affirmative; while 2 per cent believe he may be criticized. One per cent think it is "doubtful"; and 1 per cent say, "No."

It appears, therefore, that there are very few communities in the state where a teacher is restricted in what he reads. The group responses in Appendix Table I indicate those few communities to be principally in the country and possibly the smaller cities. The group of educators in cities over 5000 report no restriction.<sup>77</sup>

The few respondents that believe teachers are restricted in their communities in what they read do not indicate what type of reading material is restricted.

Of the 57 application blanks studied, 21 per cent ask questions concerning the professional reading of the candidate.<sup>78</sup> The following are questions asked:

1. "What professional books and magazines have you read during the past year?"
2. "What books on education have you read this school year?"
3. "Name school journals of which you are a subscriber."
4. "What professional publications do you read regularly?"
5. "Professional books read last 4 years."
6. "Name three books which have influenced you strongly in the last two years."
7. "List the names of those whose works on Education you have studied or read."

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76. Beale, p. 390.

77. See Appendix, p. 158.

78. See Appendix, p. 175.

### Popularity

The relative importance of being popular, or being a good teacher, in holding a teaching position is one that probably arises but seldom. In fact, it may be questioned whether such a contrast really exists, since a good teacher is one who is supposed to possess, among other qualities, a personality which by nature makes him popular. However, one occasionally reads or hears statements similar to the following:

"The important point is not whether one is a good teacher, but whether one is popular."

It appears from Table VI that educators of the state think popularity is important, but not as important as being a good teacher. To the question -- "Can a teacher hold his position and be a poor teacher, but popular outside of school?" -- only 27 per cent of the replies are "Yes," and 10 per cent "Yes, with criticism." Thirty per cent believe it is "doubtful," and 31 per cent indicate "No."

To the opposite question -- "Can a teacher hold his position and be a good teacher, but unpopular outside of school?" -- 47 per cent of the replies are "Yes," and 21 per cent, "Yes, with criticism." Of the remaining responses, 21 per cent think it a matter of doubt, while 9 per cent state "No."

There is no important variation in the answers of the 8 comparison groups shown in Appendix Table I on the subject.

Comments to the first question -- (poor teacher, but popular) -- follows

1. "Yes, for a time."
2. "Do not believe so."

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79. See Appendix, p. 158.

3. "Yes -- possible."
4. "Doubtful - very long."
5. "A teacher can hold job by popularity alone if public has anything to say."

To the second question -- (good teacher, but unpopular) -- the remarks run:

1. "I think so."
2. "If need be, yes."
3. "Better for children, however, it will be hard on teacher."
4. "Most emphatically yes."
5. "Poor handshaker -- no."

## FACTORS INFLUENCING THE CONDUCT OF TEACHERS

### Introduction

As indicated by their responses to the questionnaire, the opinions of educators of the state are given in this part of the chapter relative to the extent certain factors influence teachers to dress, speak, and conduct themselves as they do.

In the following table the factors are listed in the order of the degree of their influence. It may be possible for a teacher to be influenced by one, all, or a combination of the items mentioned; but for purposes of clarity of discussion the points are, for the most part, treated separately.

(See next page for Table VII.)

**TABLE VII**  
**EXTENT TO WHICH CERTAIN FACTORS INFLUENCE THE CONDUCT OF TEACHERS IN AND OUTSIDE OF SCHOOL.**

How much are you influenced to conduct yourself as you do in, and outside of school, because of:	Per Cent of 388 Responses							
	In School				Outside of School			
	Great-ly	Lit-tle	Not At All	Non-Com-mit-tal	Great-ly	Lit-tle	Not At All	Non-Com-mit-tal
1. Personal and professional pride -----	82.1	10.3	3.4	4.2	71.2	15.2	4.9	8.7
2. Desire to hold respect of students -----	75.5	14.9	5.2	4.4	62.1	22.7	6.9	8.3
3. Public's idea of a "Teacher" -----	33.5	38.9	21.9	5.7	30.9	36.9	22.7	9.5
4. Fear of ill-feeling of the public -----	20.9	43.1	29.6	6.4	21.9	36.6	31.2	10.3
5. Fear of displeasure of parents -----	19.1	48.9	27.1	4.9	19.6	43.	29.1	8.3
6. Fear of displeasure of school board -----	16.2	44.9	33.	5.9	12.6	42.5	36.1	8.8
7. Fear of displeasure of administrator -----	16.2	39.9	33.8	10.1	9.	35.8	43.6	11.6
8. Fear of displeasure of other teachers -----	5.9	33.8	51.5	8.8	3.4	29.4	56.2	11.
9. Fear of ill-feeling of religious groups -----	4.6	31.9	55.2	8.3	3.9	30.9	53.9	11.3

#### Personal and Professional Pride

Of the items in this section influencing the conduct of teachers, personal and professional pride appears to have the greatest degree of influence. Table VII shows that practically all teachers are either "Greatly" or a "Little" influenced by this factor both in school and outside, but a little less outside of school. Of the total number of respondents, 82 per cent and 71 per cent respectively think the teachers to be "Greatly" influenced in school and out of school. Only 3 per cent and 5 per cent claim no influence on the teacher for in and outside of school respectively.

There are only slight differences among the 8 comparison groups in Appendix Table II.<sup>80</sup> Men appear to think there is a little less influence from this factor than women. City teachers think there is a slight bit more influence on teachers than do administrators and principals. The replies of the other groups show about the same degree of influence.

### Desire to Hold Respect of Students

The desire to hold the respect of students seems to be one of the major forces influencing the conduct of teachers. Table VII shows that three-fourths of them are "greatly" influenced in school, and over three-fifths to the same degree, outside of school. Practically all (90 per cent for in school, and 85 per cent for outside) agree that teacher conduct is influenced to some degree by the desire to hold the respect of students.

About the only difference in the group answers, shown in Appendix Table II, is that women think students of a little more influence than men indicate; and cities under 5000 report slightly more influence on teachers than do larger cities.<sup>81</sup>

### Public's Idea of a "Teacher"

It appears, from the answers to this question in Table VII, that the conduct of teachers is influenced to a considerable extent by the public's idea of a "teacher." Over two-thirds of the replies show some degree of influence both in and out of school. Thirty-four per cent report the influence to be "great" in school, while 31 per cent claim it is "great" outside of school. "Little" influence is claimed by 39 per cent for in

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80. See Appendix Table II, p. 159.

81. See Appendix, p. 159.



school, and by 37 per cent for outside. This item seems to exert more influence upon the conduct of teachers than the other items excepting the desire to hold the respect of students, and personal and professional pride.

Comparing the replies of the 8 groups in Appendix Table II, the educators from cities under 5000 show that this factor has more influence on the conduct of teachers than educators from the larger places show. City teachers think that teachers are influenced a little less than do administrators or principals, and rural teachers show a little more in-  
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fluence on conduct than do city teachers.

### Ill-Feeling of the Public

From Table VII it appears that educators feel the conduct of teachers is influenced by fear of ill-feeling of the public to about the same degree as by fear of displeasure of parents. This close agreement probably is accounted for by the similarity of the two groups; parents, of course, make up a large share of the public. Here, as in the following item the degree of influence is almost the same in school as away from school. Almost two-thirds of the respondents reply that there is some degree of influence in school, and slightly less than two-thirds, outside of school.

The 8 groups in Appendix Table II show little difference on this  
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question. The replies of the men may show a little more influence than those of the women, and the smaller city group indicates more influence on teacher conduct than the larger city group.

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82. See Appendix, p. 159.

83. See Appendix, p. 159.

### Displeasure of Parents

According to the replies presented in Table VII, teachers are influenced considerably in their conduct because of fear of displeasure of parents, and about equally for conduct in school and outside of school. About 19 per cent report the degree to be great, while 49 per cent think the degree is "little." Thus, better than two-thirds think teachers are influenced to some degree in school, and slightly less than two-thirds think the same applies outside of school. From the percentages in the table, it appears that educators feel that parents influence teacher conduct more than other teachers, and slightly more than the administrator or school board, but considerably less than students.

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Group Table II again shows close agreement of the 8 groups. Women feel there is about the same degree of influence as do men. Administrators think there is a little more influence exerted than do city teachers or principals, the rural teachers show about the same influence from parents as city teachers, and the smaller cities show more influence exerted on the teacher's conduct, than do cities over 5000.

### Displeasure of School Board

From Table VII the amount of influence on the conduct of teachers due to fear of displeasure of the school board appears to be about the same in school as that due to fear of displeasure of the administrator, and possibly a little more outside. The majority of responses show some degree of influence of the school board on teacher conduct both in and outside of school. The influence outside of school is a little less than inside.

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84. See Appendix, p. 160.

No influence in school is reported by 33 per cent, and none outside of school, by 36 per cent.

The answers of the 8 comparison groups in Appendix Table II show small variation, except women think there is a little less influence on teacher conduct than do men, administrators think there is a little more than do city teachers or principals; and teachers from cities under 5000<sup>85</sup> indicate somewhat more than teachers from larger cities.

### Displeasure of Administrator

Respondents report in Table VII that teachers do modify their conduct to some extent because of fear of displeasure of the administrator a little more in school than outside. The extent indicated is "greatly" for 16 per cent while in school, and for 9 per cent outside of school. "Little" influence is reported by 40 per cent in school, and by 36 per cent outside. No influence is reported while in school by 34 per cent, and for outside of school, by 44 per cent. Thus over half report some degree of influence while in school, but less than half while away from school.

This question is difficult for administrators and rural teachers to answer, since the former may not know the extent of their influence, and the latter for the most part are not working under an administrator other than the county superintendent.

Appendix Table II shows quite close agreement among the 8 comparison groups.<sup>86</sup> The principals believe teachers are a little less influenced by the administrator than either city teachers or administrators indicate.

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85. See Appendix, p. 160.

86. See Appendix, p. 160.

The rural teachers show less influence on their conduct through fear of displeasure of the administrator than do city teachers, which is probably accounted for by the fact that they are less closely supervised by such an officer.

### Displeasure of Other Teachers

It appears from Table VII that teachers are influenced but little in matters of conduct because of fear of displeasing other teachers. Six per cent and 3 per cent report the degree to be great for in school and outside of school respectively, while 34 per cent and 29 per cent report "little" influence in and out of school. The majority reports that teachers are influenced "not at all" by fear of other teachers. The influence seems to be a little more in school than outside of school.

The group answers in Appendix Table II show comparatively close agreement on this point. <sup>87</sup> Women report less influence than men, administrators answer that teachers are more influenced than do either principals or city teachers, and the responses of the rural teachers appear the same as those of the city teachers. From the replies in the table, no assumption can be made that the rural teacher, because of lack of daily contact with as many teachers as the city teacher, is less influenced in conduct matters by the fear of displeasure of other teachers.

### Ill-Feeling of Religious Groups

The replies to this question, in Table VII, place it as having about as little influence on the conduct of teachers as the item concerning fear

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87. See Appendix, p. 160.

of displeasure of other teachers. These two items appear to have the least influence of the items in this section. The majority reports no influence at all. Of the responses, 5 per cent and 4 per cent indicate the influence is "great" in and outside of school respectively; while "little" influence is reported by 32 per cent and 31 per cent, for in school and outside of school respectively. Thus the replies which show influence, indicate practically the same degree in school as away from school.

The 8 comparison groups in Appendix Table II show a few variations on this question which are as follows: Men indicate a little more influence than women; smaller cities show more, than larger cities; and city teachers think there is less influence on teacher conduct than do administrators or principals.

#### Miscellaneous

##### Desire of Teachers to Conduct Themselves Differently

In this section an attempt is made to show to what extent, if any, teachers desire to live and act differently than they do. How much such a desire or feeling influences their conduct probably depends entirely upon the individual teacher. The respondents indicate their opinions in Table VIII. (See next page for Table VIII.)

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88. See Appendix, p. 161.

**TABLE VIII**  
**EXTENT OF THE DESIRE OF TEACHERS TO CONDUCT THEMSELVES DIFFERENTLY.**

Keeping in mind the way you live and act in the teaching profession, check the following:	Per Cent of 388 Responses			
	Often	Sometimes	Never	Non-Committal
Do you have a desire to do differently -----	18.6	61.	19.1	1.3
Do you have a feeling of futility of doing otherwise -----	13.9	49.8	29.1	7.2
Do you have feeling you would do differently in another occupation -----	23.5	47.7	28.	.8

It appears from Table VIII that those responding think that the majority of teachers are not entirely satisfied with the manner in which they live and act in teaching. To the question -- "Do you have a desire to do differently?" -- 19 per cent answer "often"; and 61 per cent, "sometimes." This leaves about one-fifth replying that they do not have such a desire.

The 8 comparison groups in Appendix Table II show no significant variation worthy of mention, as they agree quite closely with each other. 89

To the question -- "Do you have a feeling of futility of doing otherwise?" -- 14 per cent reply "often"; and 50 per cent, "sometimes." Thus it appears that over 60 per cent do have a feeling<sup>of</sup> futility occasionally of doing differently in their manner of living and acting.

The 8 groups in Appendix Table II show close agreement on this question except for minor variations. 90 The women believe teachers have a feeling of futility more often than do men teachers, and the city teachers show that they have such a feeling a little more often than administrators or principals indicate.

It is evident from the replies in Table VIII that many teachers feel

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89. See Appendix, p. 161.

90. See Appendix, p. 161.

they would live and act differently in another occupation. Almost three-fourths claim teachers experience such a feeling -- 24 per cent say "often"; and 48 per cent say, "sometimes."

Appendix Table II shows only one small difference among the 8 groups <sup>91</sup> on this item. The administrators indicate that teachers have a feeling they would do differently in another occupation less often than the principals or city teachers indicate.

#### Factors Mentioned By School People Answering the Questionnaire

The following factors were mentioned by respondents as influencing to a considerable degree the conduct of teachers: (These are not listed in any order of importance.)

1. "Habit."
2. "Personal pride in cleanliness and self-respect."
3. "Desire to be a good example."
4. "Self-esteem."
5. "Sense of what is proper."
6. "Own self-respect."
7. "Living up to the job."
8. "Your own reputation."
9. "Your conscience."
10. "Professional status."

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91. See Appendix, p. 161.

### Summary

1. Respondents indicate that teachers are less free to smoke in public than in private, and that women teachers are less free than men teachers to smoke without drawing criticism. Approximately 4 out of 5 believe men may smoke in private, and 1 out of 4 claim women may do so; but only 3 out of 5 answer that men may smoke in public, and 1 out of 35 believe women may do so. The remainder claim teachers would be open to criticism or loss of position. Of the 57 application blanks studied, 23 per cent refer to use of tobacco; and of the 68 contracts, only one had a provision against smoking.

2. The study appears to show that teachers are more restricted in the use of liquor than tobacco. Replies indicate that women are less free to indulge than men. Approximately one-fourth of the replies indicate men may drink in private, and one-tenth, women; but in public, only about one-twentieth indicate men may do so, and one-fortieth, women. Of the 57 application blanks studied, 11 contain questions dealing with liquor; and one of the 68 contracts received contains a clause prohibiting use of liquor.

3. All but 6 per cent of the replies indicate that a teacher may not visit beer parlors frequently without gaining public disapproval, and endangering the retention of his position.

4. Over nine-tenths of the replies indicate that Montana teachers may attend "respectable" dances without gaining public disapproval.

5. Less than one-fourth of the replies indicate that teachers may dance where beer is sold without receiving criticism. Respondents from



the smaller communities reveal less restriction in this matter than do those living in larger places.

6. Eighty-five per cent of the responses indicate that teachers may attend the theater and other amusements on school nights. The remainder indicate that criticism would result.

7. Of the 388 responses, 99 per cent indicate teachers may play cards in private, but only 86 per cent show that teachers may do so in public.

8. Only 3 per cent of the replies indicate that teachers may gamble.

9. Almost 89 per cent of the respondents reply that teachers may keep company with opposite sex without criticism.

10. Three-fourths of the replies indicate that teachers may decline to attend or to take part in church work, and not endanger the retention of their positions.

11. Teachers are expected to take part in community activities. Only about one-fourth of the responses indicate that teachers may decline to take part in community activities, and retain their positions free of criticism.

12. Less than half of the replies indicate that teachers may spend numerous week ends in other communities than the one where they teach, and not receive criticism. Comments indicate that the importance of the problem varies considerably in different localities.

13. Teachers are expected to give financial support to community activities. Only about one-third of the educators answer that a teacher may decline to give such support to "worthy causes," and escape criticism

in holding his position. About three-fifths reply that teachers may buy clothing and other supplies in another community, and hold their positions without criticism.

14. More than one-third of the educators reply that teachers may join a labor union; almost half claim that teachers may run for public office; and slightly over one-fourth believe teachers may campaign for a political party, and retain their positions free of criticism.

15. The good reputation of a teacher is an important factor in holding his position. All but 9 per cent of the replies indicated that a teacher charged with immorality, although unproved, is in danger of criticism and possible dismissal.

16. The question of dress seems to cause little difficulty in Montana schools. However, only one-tenth of the respondents believe teachers may dress in an unconventional manner; and about one-fourth claim teachers may use an excessive amount of "make-up" and retain their positions without criticism.

17. Only 5 per cent of the replies indicate a teacher is not free to board where he chooses; and 8 per cent believe a teacher may not room at a hotel and keep his position.

18. There appears to be little restriction placed upon the reading matter of teachers. Of the 388 replies, 95 per cent show that a teacher may read what he chooses without criticism.

19. Educators indicate that the popularity of a teacher is important, but not as important as his being a good teacher.

20. In general the variation in answers of the 8 comparison groups

on the problems of teacher conduct is small. No group shows either more or less freedom for even a majority of items. Considering all the questions listed, the answers of the respective groups correspond quite closely.

21. According to the 388 replies, the 9 factors considered here which influence the conduct of teachers may be placed in the following order with relation to the extent of their influences:

- a. Personal and professional pride.
- b. Desire to hold respect of students.
- c. Public's idea of a "teacher."
- d. Fear of ill-feeling of the public.
- e. Fear of displeasure of parents.
- f. Fear of displeasure of school board.
- g. Fear of displeasure of administrator.
- h. Fear of displeasure of other teachers.
- i. Fear of ill-feeling of religious groups.

22. Responses show that teacher conduct may be influenced by all of the items listed. The percentage of respondents believing teachers are influenced in their conduct by these factors varies from 5 per cent because of fear of ill-feeling of religious groups, to 82 per cent because of personal and professional pride. The percentage believing teachers are not influenced in their conduct by such factors varies from 3 per cent because of personal and professional pride, to 55 per cent because of fear of ill-feeling of religious groups.

23. The replies indicate that in general the extent to which the nine factors influence teacher conduct is slightly less outside of school than in school.

24. The replies of the 8 comparison groups show only one general variation. The educators in cities under 5000 either show about the same degree of influence of these factors on teacher conduct or more influence than do educators in the larger cities. The other groups vary from item

to item in which one shows more or less influence than the other.

25. Respondents indicate that teachers are not entirely satisfied with the manner in which they live and act in the teaching profession.

26. Respondents mention the following factors which also may influence teacher conduct: (These are not listed in any order of importance.)

- a. "Habit."
- b. "Personal pride in cleanliness and self-respect."
- c. "Desire to be a good example."
- d. "Self-esteem."
- e. "Sense of what is proper."
- f. "Own self-respect."
- g. "Living up to the job."
- h. "Your own reputation."
- i. "Your conscience."
- j. "Professional status."

### CHAPTER III

## CIRCUMSTANCES AFFECTING THE SELECTION AND APPOINTMENT OF TEACHERS

### Introduction

The employment policy of the school board and the school administrator may or may not limit freedom of teachers, depending upon the extent of restrictive measures in force. Numerous factors are considered in the selection of teachers today. These may or may not have a direct bearing upon the efficiency of teachers, or their freedom. The discussion in this chapter deals with those factors or circumstances which are considered in the appointment of teachers, and which have a direct relation to teacher freedom. Montana educators indicate by their replies that the employment policies of the public schools of the state vary considerably.

### Marital Status

The following table is presented to facilitate the discussion of the extent to which marital status may handicap teachers in securing employment in Montana public schools.

TABLE IX

EXTENT TO WHICH A TEACHER IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE BECAUSE OF MARITAL STATUS.

	Per Cent of 388 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
Married Woman, Husband Working -----	79.1	13.6	7.	.3
Married Woman, Husband Not Working -----	41.7	41.3	15.7	1.3
Widow with children -----	8.8	33.5	55.9	1.8
Divorced Woman -----	14.2	41.7	39.7	4.4
Divorced Man -----	10.6	33.2	50.3	5.9

### The Married Woman Teacher

It can be seen from Table IX that Montana educators believe the mar-

ried woman teacher is handicapped in securing a position in most schools of the state, especially if her husband is working. The data show that 79 per cent of the respondents believe the married woman teacher is "seriously" handicapped, if her husband is working; and 42 per cent, if he is not working. Further 14 per cent indicate she is "somewhat" handicapped in case her husband is working; and 41 per cent, if he is not. Seven per cent answer that a married woman teacher is not handicapped in securing a position, if her husband is working; while the per cent rises to 16, if her husband is not employed.

Appendix Table III showing the responses of the 8 comparison groups on this subject reveals only a noticeable difference between the rural and the city teachers.<sup>1</sup> The rural teachers show less feeling against such an applicant in their communities than do the city teachers.

Of the 57 application blanks studied, 91 per cent ask questions as to the applicant's marital status.<sup>2</sup> Some ask if the "Wife or husband (is) living," and one asks if the "Wife or husband (is) employed."

Of the 68 contracts received, 37 per cent have restrictive clauses pertaining to married teachers.<sup>3</sup> In regard to prohibitive marriage clauses in teachers' contracts, Sonneman found that 36 per cent of the contracts of 128 Montana schools contained such clauses.<sup>4</sup> This is almost identical with the findings of the present study for Montana. The percentages of such clauses are higher, however, than Stevenson reports in his study in 1930 of 420 contract forms. He found that 22 per cent of the contracts

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1. See Appendix, p. 162.

2. See Appendix, p. 175.

3. See p. 115.

4. Sonneman, p. 48-49.

contain restrictive clauses which terminate the contract upon marriage of  
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 the teacher.

Many administrators in referring to rules and regulations of the school system mention that there is a rule against the employment of married women teachers. Interesting comments of teachers and superintendents that picture the situation in their communities follow:

1. "Women teachers must not marry."
2. "We only employ married women in cases where they do not have a husband to support them."
3. "Depends somewhat on the board members who are holding office at the time."
4. "Rules forbid employing in such case, except if husband is a cripple."

The Research Division of the National Education Association reported data in 1928 and 1932 on the policies of city school systems of cities over 2500 in population concerning the employment of married women. The first study found that 60 per cent of the cities do not employ married  
 6  
 women as teachers new to the system. The second study, which gives the practices of cities in 1930-1931, shows that 76 per cent of the cities do  
 7  
 not employ married women as new teachers. A comparison of the two studies shows a decided trend against the employment of married women teachers, especially in the smaller cities.

Peters' study of the State of Virginia shows that 77 per cent of the cities and 80 per cent of the counties do not employ married women as new  
 8  
 teachers.

Sonneman reported in his study of 128 Montana schools that 70 per cent of the school boards had rules against the employment of married

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5. Stevenson, p. 529.

6. Research Division, National Education Association, Practices Affecting Teacher Personnel, Vol. 6, No. 4, September, 1928, p. 221.

7. Research Division, National Education Association, Administrative Practices Affecting Classroom Teachers, Vol. 10, Part 1, January, 1932,

women teachers. He also found that in 38 per cent of the schools, "The fact that a married woman may have dependents is considered a justifiable reason for her employment; on the other hand, this situation is not recognized in more than 51 per cent."<sup>9</sup>

Considering that previous studies were made some time ago and the trend was found to be definitely against the employment of married women teachers, a comparison with the present study indicates the schools of Montana are following the general trend against the employment of such teachers to about the same degree as might reasonably be expected.

#### Widow With Children

The responses in Table IX show that 9 per cent of the replies indicate that a widow with children is "seriously" handicapped in securing employment as a teacher; and 34 per cent say, "somewhat." The majority of responses show she is not restricted in securing a position.

Appendix Table III indicates only one difference among the 8 comparison groups worthy of mention.<sup>10</sup> The smaller city group shows a little more prejudice in their schools against the employment of such a teacher than does the rural group, and considerably more than does the larger city group.

It is interesting to note that 70 per cent of the application blanks<sup>11</sup> inquire if the applicant has any dependents or children. How much weight the answer carries in the consideration of the application is, of course, open to speculation. One blank asks the teacher to, "state number and

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9. Somneman, p. 82.

10. See Appendix, p. 162.

11. See Appendix, p. 175.



ages of children, if any."

Such a teacher may have a better than average chance for securing a position in some rural schools where school children are scarce, providing her children are of school age as is stated in the following comment of a rural teacher:

"In some cases she would be more apt to get the position because of lack of interest in pupils who are unfortunate as to be alone in a grade, and the widow's child or children were in that grade."

#### Divorced Teacher

The replies shown in Table IX on the two questions dealing with divorce indicate that a slightly larger percentage of respondents believe a woman is more handicapped than a man in securing a position under such circumstances. Fourteen per cent of the responses show that a woman is "seriously" handicapped, and 11 per cent, a man. Forty-two per cent of the replies show that a woman is "somewhat" handicapped; 33 per cent, a man. Forty per cent of the responses show that no restriction is placed on a divorced woman in obtaining a position, and 50 per cent, a divorced man.

There is comparatively close agreement on the replies of the 8 comparison groups in Appendix Table III on this topic.<sup>12</sup>

The following typical comments of school people indicate that the circumstances surrounding the incident of the divorce of the teacher are important factors in considering the applicant for a position:

1. "Would call for a straightforward explanation. If marriage and divorce took place in this community the known facts would be important."
2. "Depends on circumstances of divorce."

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12. See Appendix, p. 162-163.

Beale is also of the opinion that in many communities the circumstances surrounding the divorce of the teacher are the factors which determine the amount of restriction.<sup>13</sup>

### Age

TABLE X

EXTENT TO WHICH A TEACHER IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE BECAUSE OF AGE.

	Per Cent of 388 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
Teacher less than 25 years of age -----	3.1	11.6	84.	1.3
Teacher over 50 years of age -----	46.1	34.6	17.	2.3

Table X reveals that 3 per cent of the replies indicate that a teacher under 25 years of age who applies for a position is handicapped "seriously"; and 12 per cent of the responses claim "somewhat." Eighty-four per cent indicate that such applicants are not handicapped at all.

There seems to be considerably more restriction placed upon the employment of teachers over 50 years of age. Some 46 per cent of the answers show that they are handicapped "seriously"; and 35 per cent, "somewhat." Seventeen per cent indicate they are not handicapped in securing employment in the schools of the state.

The eight comparison groups in Appendix Table III show close agreement on both of the questions dealing with age of the applicant.<sup>14</sup>

All of the 57 application blanks received asked for either the date of birth, or age, or both, of the applicant.<sup>15</sup>

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13. Beale, p. 383.

14. See Appendix, p. 163.

15. See Appendix, p. 175.

Deffenbaugh and Zeigel found that of the 573 cities studied in their investigation, 10 per cent have rules as to the minimum and maximum ages at which an applicant may be appointed. The minimum age requirements are 19.6 years for elementary, 20.2 years for junior high, and 21.5 years for senior high school teachers. The maximum age requirements are 37.8 years<sup>16</sup> for senior, and 40.5 years for elementary and junior high positions.

### Experience

TABLE XI

EXTENT TO WHICH AN INEXPERIENCED TEACHER IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE.

	Per Cent of 388 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
Teacher with no experience	28.9	41.7	28.9	.5

As can be seen from Table XI, teachers with no experience are considerably handicapped in securing a position in most schools of the state. About 29 per cent of the replies show that the handicap is "serious," and slightly less than 42 per cent indicate that it is "somewhat." Almost 29 per cent of the responses claim there is no restriction on the hiring of an inexperienced teacher.

The responses of the 8 comparison groups in Appendix Table III show<sup>17</sup> but little difference. Men indicate slightly more handicap than do women; and city teachers, slightly less than administrators; and they in turn, slightly less than the principals.

All of the 57 application blanks received asked for the teaching ex-

16. Deffenbaugh and Zeigel, p. 21.

17. See Appendix, p. 163.

perience of the applicant. In addition, 12 per cent ask for experience other than teaching. Five per cent state they hire only experienced teachers.  
18

The following are questions asked, or statements made, in the application blanks concerning the teacher's experience:

1. "How long have you taught in your present position?"
2. "Only experienced teachers are usually employed."
3. "Only teachers with considerable successful experience are employed."
4. "Our classes are large. How many pupils can you teach well?"
5. "Trade or other professional experience."
6. "Your experience in any special phase of elementary school work."
7. "List other types of experience you have had (other than teaching or going to school) which in your opinion enhances your value as a teacher."
8. "We propose to hire only those who have had some successful teaching experience in a supervised school."
9. "If formerly engaged in teaching, but not so employed for a year or more past, state where and how you have been occupied in the interval from your last work as a teacher to the present time."
10. "When, where, and in what grade were you last engaged in teaching?"
11. "Not more than one teacher per school per year without experience and with two years training above high school from the highest rated graduates of our teacher-training institutions."
12. "Many more teachers apply for positions than can be employed. The Board welcomes these applications, but in making its selections an effort is made to employ only those teachers who give evidence of breadth of scholarship, positive character and leadership. Much more weight is given to personality traits than is given to experience in teaching."
13. "How long did you observe teaching under direction?"
14. "How long did you have practice teaching?"
15. "Largest number pupils taught at one time? For how long?"

Other types of questions related to experience of the applicant that are asked in 65 per cent of the application blanks are:

1. "Are you under contract? Where?"
2. "Have you always been re-elected? If not, why?"
3. "Are you under contract for the ensuing year?"

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18. See Appendix, p. 175.

4. "Why do you wish to leave your present position?"
5. "Do you regard teaching as your life work?"
6. "Could you return to your present position if you so desired?"
7. "Have you ever failed of reelection?"
8. "If elected and conditions prove satisfactory, do you plan to teach here at least two years?"

In 1932 the Research Division of the National Education Association reported a study of the experience requirements for newly appointed teachers of 1391 cities over 2500 in population. The findings show that for appointment in elementary schools 58 per cent of the cities do not require experience, while 42 per cent require at least one year. For appointment in junior or senior high schools 47 per cent of the cities have no experience requirements, while 53 per cent require at least one  
19  
year. The Research Division found no definite trend in this matter since 1922-23, as the cities over 100,000 appeared to show a tendency away from requiring experience; and those population groups with less population than 100,000 in some cases show a small increase, while in  
20  
others they show a small decrease.

Keeping in mind that the findings reported in the previous study are not given in the same terms as the present one, a comparison in a general way indicates that in the schools of Montana a teacher with no experience may be handicapped either the same or possibly a little more than elsewhere.

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19. Research Division, National Education Association, Administrative Practices Affecting Classroom Teachers, Vol. 10, Part I, January, 1932, p. 12.
  20. Ibid, I, p. 13.

Residence

TABLE XII

EXTENT TO WHICH A TEACHER IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE BECAUSE OF RESIDENCE.

	Per Cent of 398 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
Resident of another town -----	5.4	7.9	85.9	.8
Resident of home town -----	11.9	27.3	57.7	3.1
Resident of another state -----	15.7	38.4	44.8	1.1

That the residence of the teacher may handicap him in securing a position in many schools of the state is evident from Table XII. Over 5 per cent of the responses show a teacher residing in another town is handicapped "seriously," and 8 per cent think, "somewhat"; but 86 per cent indicate that this factor would not hinder him from getting a position.

Almost 12 per cent of the replies show that if he is a resident of the home town he is handicapped "seriously," and 27 per cent indicate "somewhat"; but 58 per cent show no handicap.

Almost 16 per cent of the respondents believe that being a resident of another state handicaps him "seriously," 39 per cent claim "somewhat," and 45 per cent say "not at all."

Of course, Montana has certification laws demanding certain require-  
 21  
 ments of out-of-state teachers before a certificate will be granted. How-  
 ever, an out-of-state teacher cannot make a legitimate application for a  
 position in Montana schools unless he can meet the certification require-  
 ments. The handicap discussed here for out-of-state teachers has reference  
 to any existing local prejudices against the hiring of such teachers.

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21. School Laws of the State of Montana, 1937, p. 64-76.

Appendix Table III shows the variation in answers of the 8 comparison groups to agree quite closely on the question concerning the resident of another town.<sup>22</sup> On the question concerning a resident of the home town, the responses of men show more handicap than those of the women. The replies of the administrators show considerably more restriction than do the responses of either the city teachers or the principals; the smaller cities show more handicap for such applicant than do the larger cities; and the city teachers show more handicap than do the rural teachers. On the question concerning a resident of another state, the answers of the city teachers show less restriction than do the responses of either the administrators or the principals; the smaller cities show less handicap than do the larger cities; and the rural teachers show more handicap than do the city teachers.

Some administrators qualify their answers to the question concerning the teacher who is a resident of the home town by saying "seriously handicapped, if no experience," and "We feel we should keep percentage down."

Comments qualifying the answers to the question concerning out-of-state teachers are: "Depends on work," and "No handicap except that due to Montana Certification Rules."

In his work Beale does not give any figures that may be used for comparison, but he does say that residence of the teacher is important. He found that there is a strong desire in many communities to hire the local<sup>23</sup> applicants and to discriminate against the out-of-state teacher.

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22. See Appendix, p. 163.

23. Beale, p. 491-494.

In their study, Deffenbaugh and Zeigel found that of the 573 cities studied, 19 per cent favored local applicants and 16 per cent gave preference to non-local candidates.<sup>24</sup>

The Research Division of the National Education Association, in a study during 1930-31 of 1488 cities of 2500 population and over, found that 58 per cent of the cities give preference to applicants who are local residents, while 42 per cent do not. Data were also presented which indicated that the larger the city the more frequently the local applicant is favored. This preference varied from 44 per cent in cities of 2500 to 5000 in population, to 80 per cent among cities over 100,000.<sup>25</sup>

Sonneman reports in his study of 128 Montana schools that school boards in 16 per cent of them have, and 78 per cent do not have, rules opposing the employment of "home-talent" teachers. He also reports that 11 per cent have, and 83 per cent do not have, rules to the effect that preference in appointment must be given to local applicants.<sup>26</sup>

The present study indicates, as does Sonneman's, that the residence of the applicant does handicap him in obtaining a position in many schools of the state. This trend is in line with the findings of other studies previously mentioned.

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24. Deffenbaugh and Zeigel, p. 27.

25. Research Division, National Education Association, Administrative Practices Affecting Classroom Teachers, Vol. 10, Part I, p. 22-23.

26. Sonneman, p. 98-9.



Nationality

TABLE XIII

EXTENT TO WHICH A JEW OR A PERSON WITH A FOREIGN NAME IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE.

	Per Cent of 388 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
Jew -----	22.7	23.9	42.3	11.1
Person with a foreign name -----	2.8	15.	79.9	2.3

Table XIII reveals that 23 per cent of the respondents believe that teachers of Jewish nationality who seek employment are handicapped "seriously," and 24 per cent think, "somewhat." However, 42 per cent of the respondents claim their schools do not oppose the employment of teachers of Jewish nationality.

Three per cent of the respondents believe a teacher with a foreign name who applies for a position is "seriously" handicapped, and 15 per cent think "somewhat." Practically 80 per cent of the respondents claimed such teachers are not handicapped in their school systems.

Appendix Table III showing the 8 comparison groups reveals that there<sup>27</sup> is very little difference between the responses of each group. The only difference large enough to note is that cities under 5000 show more prejudice than the larger places on both questions.

Of the 57 application blanks studied, 61 per cent ask for the race or nationality of the applicant. One asks, "Are you a citizen of the U. S.?" and another inquires for the birthplace of mother and father. Thirty-seven<sup>28</sup> per cent ask for place of birth of the applicant.

27. See Appendix, p. 164.

28. See Appendix, p. 175.

Beale reports in his findings that there does exist prejudice against an applicant with a "strangely" foreign name.<sup>29</sup> As to the restrictions on the hiring of Jews, he found the handicap to be slight in cities over 100,000 in population, but to be strong in towns under 25,000.<sup>30</sup>

Minehan says, "I have known brilliant young teachers who found it absolutely impossible to get jobs simply because they were Jews."<sup>31</sup>

The present study indicates about the same trend in Montana as elsewhere, concerning the prejudice against the employment of Jews.

The applicant with a foreign name is probably handicapped to about the same degree in the state as in other sections of the country.

### Religion

TABLE XIV

EXTENT TO WHICH A TEACHER IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE BECAUSE OF RELIGION.

	Per Cent of 388 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
Atheist -----	53.1	24.7	15.2	7.
Roman Catholic -----	8.3	22.4	67.5	1.8
Protestant -----	2.3	2.8	90.5	4.4

Table XIV indicates that there is definite prejudice against the hiring of a teacher who is an Atheist. Fifty-three per cent of the educators believe the handicap for such an individual is "serious"; 25 per cent, "some-what"; and 15 per cent, "not at all."

Eight per cent claim Catholics are "seriously" handicapped in securing

29. Beale, p. 491.

30. Ibid, p. 500.

31. Minehan, Part II, p. 605-6.

a position, and 22 per cent believe "somewhat." Sixty-eight per cent think there is no prejudice against Catholics being hired in their schools.

Two per cent of the replies indicate Protestant applicants are handicapped "seriously" in seeking employment in their schools; and 3 per cent say, "somewhat." Almost 91 per cent claim there is no handicap for such teachers.

The variations that exist in the answers of the 8 comparison groups<sup>32</sup> in Appendix Table III are small. The responses of the administrators show a little more prejudice against the Atheist and Catholic than do the answers of the city teachers or principals. The city group under 5000 reveals a little more feeling against the Atheist and Catholic applicant than does the larger city group. On the question of the Protestant applicant the 8 groups show no appreciable difference.

It is interesting to note that 68 per cent of the 57 application blanks<sup>33</sup> studied ask questions of the applicant concerning religion. Such questions as the following are asked:

1. "Member of any church? If so, what church?"
2. "If not church member, state preference."
3. "Church membership or attendance."
4. "Church preference (optional)."

Comments received on the question concerning the Atheist which qualify the answers are:

1. "If pronounced, "seriously" (handicapped.)"
2. "Depends on how much brought into school work."
3. (Handicapped) "Not at all, if he keeps beliefs to self."
4. "Depends upon his attitude and use of his ideas."
5. "Depends upon advertising done by the individual."

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32. See Appendix, p. 164-165.

33. See Appendix, p. 175.

Interesting statements accompanying the answers of the respondents on the question concerning the Catholic applicant show the situation as it exists in some communities:

1. "My patrons say religion has no effect as long as not brought into school."
2. (handicapped) "Seriously in this community, although the present policy is to employ a small number — say not over 10 per cent."
3. (handicapped) "Seriously — protestant community."
4. "Dependent upon religious bias of the place."
5. "We have about one-fourth."
6. "About 1 to 8 ratio."
7. "Keep a balance."
8. "The school boards I have worked for have been very narrow as to the employing of Catholic teachers."

Beale found in his study that Catholics are handicapped in applying for teaching positions, but not in the very large cities. He found that in cities 25,000 to 100,000 there is less prejudice against them than in small towns. He found that Catholics favor the applicants of their faith, and Protestants favor the applicants of their faith, where they control the schools. He also found that there often exists an effort to keep the percentage of Catholic and Protestant teachers in proportion to what it is in the city's population. <sup>34</sup> He states that Atheists are generally barred everywhere except in the Northeast and in great cities, and even there a <sup>35</sup> considerable handicap exists.

Minehan says, "I have known of Catholics who have been removed in <sup>36</sup> order to have teachers of other religious faiths appointed."

The present study indicates that in general religion may restrict teachers from obtaining positions in Montana schools to about the same

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34. Beale, p. 513.

35. Ibid., p. 515.

36. Minehan, Part II, p. 606.

degree as it does elsewhere.

### Miscellaneous

TABLE XV

EXTENT TO WHICH A TEACHER IS HANDICAPPED IN SECURING A POSITION IN THE PUBLIC SCHOOLS OF THE STATE BECAUSE OF MISCELLANEOUS FACTORS.

	Per Cent of 388 Responses			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
A Socialist or a Communist -----	58.3	26.	9.	6.7
Teacher with physical defects not hamper- ing efficient work -----	10.6	56.9	28.6	3.9
Teacher with eccentricities - (Speech, manner or dress) -----	21.4	64.1	10.6	3.9

### Socialist or Communist

Table XV indicates that about 58 per cent of the educators think that if the applicant is a Socialist or a Communist he will be handicapped "seriously"; while 26 per cent believe, "somewhat." Nine per cent believe there is no prejudice against such an applicant.

The 8 comparison groups in Appendix Table III show no important differences.  
37

The answers of respondents to this question were qualified by such statements as:

1. "Depends on how much brought into school work."
2. "If active, seriously handicapped."
3. (Handicapped) "Not at all, if not outspoken in ideas."
4. "Depends on his attitudes and use of his ideas."

Beale found in his study that Socialists were handicapped in about a fourth of the cities over 100,000 in population, and decidedly so in smaller places. The Northeast showed less antagonism against Socialists

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37. See Appendix, p. 165.

than other sections.<sup>38</sup> He found that the prejudice against Communists is much more than against Socialists, as Communists can get appointments<sup>39</sup> scarcely anywhere.

Minehan claims, "Any teacher suspected of being a radical is never<sup>40</sup> retained longer than it takes the board to meet . . . ."

In general, the present study indicates that the schools of Montana are prejudiced against an applicant who is a Socialist or a Communist to about the same degree as other parts of the country.

#### Teacher With Physical Defects

It can be seen from Table XV that there exists in most schools of the state a prejudice against the employment of a teacher with physical defects even though such defects do not hamper efficient work. Eleven per cent of the respondents indicate that the feeling against the hiring of such an applicant is "extreme," and 57 per cent think, "somewhat." Twenty-nine per cent report that there is no handicap for such an applicant.

The differences among the 8 comparison group answers on this question<sup>41</sup> in Appendix Table III are small. The men show a little more handicap for such an applicant than do women; cities under 5000, a little more handicap than do cities over 5000; and the administrators, more handicap than do principals or teachers.

Many questions are asked the teacher on application blanks concerning his state of health. Of the 57 application blanks studied, 79 per cent ask condition of "general health"; 37 per cent ask if the applicant has

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38. Beale, p. 11.

39. Beale, loc. Cit.

40. Minehan, Part II, p. 606.

41. See Appendix, p. 165.

"any defect in sight or hearing"; 68 per cent ask if applicant has "any physical defects"; 1 asks if teacher has "any defect in lungs"; and 2<sup>42</sup> state that a health certificate is required.

Interesting questions and statements taken from the application blanks dealing with health and physical defects follow:

1. "Any defect in lungs?"
2. "Health last three years."
3. "Number of days absent from duty past year."
4. "Are you sound in health mentally and physically?"
5. "Are you in robust health?"
6. "Condition of health for past two years."
7. "How many days school have you missed in last two years on account of sickness?"
8. "Have you any physical defects that might interfere with your usefulness as a teacher?"
9. "Teachers are required to be in good health and vigor and to have no marked physical defects."
10. "All teachers before entering upon their duties in the schools must file with the Board of Education a teacher's certificate and a certificate of health signed by two local physicians appointed by the Board."

Beale found that a teacher with physical defect is handicapped in many schools whether or not such a defect interferes with teaching efficiency.<sup>43</sup>

#### Teacher With Eccentricities

A teacher who is eccentric in speech, manner, or dress will find a definite prejudice against hiring him in most schools of the state. Twenty-one per cent of the respondents in Table XV feel that his handicap is "serious"; and 64 per cent, "somewhat." Eleven per cent believe there is no restriction.

The variations in the answers of the 8 comparison groups on this question shown in Appendix Table III are not pronounced enough to be of

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42. See Appendix, p. 175.

43. Beale, p. 518.

any significance.

#### Other Circumstances

Other factors mentioned by respondents to the questionnaire that may handicap a teacher in securing a position in the schools of the state are:

1. "Lack of musical ability."
2. "Related to children of district."
3. "Unsociable -- lacking community interest."
4. "Social misfit."
5. "Not active in community and school work."
6. "Tactlessness."
7. "With other means or income."
8. "Troublesome disposition."
9. "Physical defects to which children are sensitive."
10. "Having certain 'hobbies'."
11. "Lack of personality."
12. "Experience, but not in any position more than one year."
13. "Poor reputation, especially morals."
14. "Alumnus."
15. "Personal habits."

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44. See Appendix, p. 165.



### Summary

1. Data indicate that a married woman teacher will have considerable difficulty in finding employment in most Montana schools. All but 7 per cent of the respondents believe a married woman teacher whose husband is working is definitely handicapped in securing a position, and all but 16 per cent think the same for a married woman whose husband is not working.

2. Montana schools appear to be following the general trend over the nation against the employment of the married woman teacher.

3. A widow with children may or may not be handicapped in securing employment in the public schools of the state. Approximately 42 per cent of the respondents indicate that such a teacher is handicapped, while 56 per cent think not.

4. Data indicate that a divorced woman teacher is handicapped slightly more in securing a position in the schools than a divorced man teacher. Over 50 per cent of the replies indicate a divorced man teacher is not handicapped, while only 40 per cent show no handicap for a divorced woman teacher.

5. A teacher's age may be a handicap in securing a position in the public schools, especially if over 50 years. Almost 15 per cent of the responses show that a teacher who is less than 25 years of age is handicapped, while 84 per cent indicate the reverse. Approximately 81 per cent of the replies show that a teacher who is over 50 years of age is definitely restricted, while only 17 per cent indicate no handicap.

6. Data show that a teacher who lacks experience may be handicapped in securing a position in many Montana schools. Approximately 70 per cent

of the Montana educators reporting believe that a teacher with no experience is handicapped to some degree, while only 29 per cent indicate no restriction for such an applicant.

7. It appears that a teacher's residence may be a handicap in securing a position in many schools of the state. Over 13 per cent of the responses received indicate that an applicant who is a resident of another town is handicapped to some degree, but 86 per cent show the contrary. Approximately 38 per cent of the respondents believe a teacher who is a resident of the home town is restricted, while 58 per cent think not. Over 54 per cent believe that an applicant who is a resident of another state is handicapped in securing a school position, while 45 per cent think there is no prejudice against hiring such a teacher in their school system.

8. The study indicates that a teacher's nationality may be a handicap in securing a teaching position in the state. Almost 47 per cent of the replies show that a teacher who is a Jew is handicapped, while 42 per cent indicate there is no prejudice against hiring such a teacher. Approximately 18 per cent of the respondents feel that a candidate with a foreign name is restricted, while 80 per cent think not.

9. The information secured indicates that the religion of a candidate may be a restriction in securing a position in the schools. Almost 78 per cent of the respondents claim that an applicant who is an Atheist is definitely handicapped in seeking employment, while only 15 per cent show no restriction. Approximately 31 per cent believe a Catholic teacher is handicapped to some degree, while 68 per cent think not. Over 5 per cent of the replies show that a Protestant teacher is restricted in securing employment in the public schools, while 91 per cent indicate no handicap.

10. Data show that an applicant who is a Socialist or a Communist is definitely restricted in finding employment in Montana schools. Over 84 per cent of the responses show that such an applicant is handicapped, while only 9 per cent indicate no restriction.

11. The physical defects of a teacher, although not hampering efficient work, may restrict him in securing a position in many schools of the state. Almost 68 per cent of the educators replying show that such an applicant is handicapped, while 29 per cent think the contrary.

12. A candidate who is eccentric in speech, manner, or dress may be handicapped in securing a position in many schools of the state. Almost 86 per cent of the respondents indicate such an applicant is definitely restricted, while only 11 per cent think there is no prejudice against hiring such a teacher in their schools.

13. The variation in replies of the 8 comparison groups on the circumstances which may handicap teachers in securing employment is small. On most of the questions men appear to show that such factors handicap teachers slightly more than women indicate. Educators from cities under 5000 indicate the majority of the circumstances handicap teachers a little more than those in the larger cities believe. City teachers show slightly less handicap than do the administrators or principals on most of the items. The rural teachers show a little less handicap for an applicant as a result of such circumstances than do city teachers.

14. Respondents mention the following as also handicapping teachers in securing a position in the schools of the state: (These are not listed in any order of importance.)

- a. "Lack of musical ability."
- b. "Related to children of district."

- c. "Unsociable -- lacking community interest."
- d. "Social misfit."
- e. "Not active in community and school work."
- f. "Tactlessness."
- g. "With other means or income."
- h. "Troublesome disposition."
- i. "Physical defects to which children are sensitive."
- j. "Having certain 'hobbies'."
- k. "Lack of personality."
- l. "Experience, but not in any position more than one year."
- m. "Poor reputation, especially morals."
- n. "Alumnus."
- c. "Personal habits."

## CHAPTER IV

### CONSIDERATION GIVEN THE SUGGESTIONS OF TEACHERS IN SCHOOL MATTERS

#### Introduction

The consideration received by suggestions of teachers on school matters is an important part of teacher freedom. The responses and comments of school people of the state indicate there are schools where careful consideration is given to teacher suggestions to the point where they are used, and teachers have a real voice in matters dealing with instructional and educational procedure; while on the other hand there are schools where little consideration is given to such suggestions, and, as a result, teachers have little to say about school procedures.

The following table presents data on the frequency with which teacher suggestions are given careful consideration in certain school matters.

These are listed in order of frequency.

TABLE XVI

THE FREQUENCY WITH WHICH SUGGESTIONS OF TEACHERS RECEIVE CAREFUL CONSIDERATION IN CERTAIN MATTERS PERTAINING TO INSTRUCTIONAL AND EDUCATIONAL PROCEDURE.

Are the suggestions of teachers in your school given <u>careful consideration</u> in such matters as:	Per Cent of 368 Responses				
	At All Times	Frequently	Seldom	Never	Non-Committal
1. General classroom procedure -----	75.3	18.6	3.6	1.3	1.2
2. Classroom activities -----	73.9	20.6	2.1	1.3	2.1
3. Methods of instruction -----	69.1	25.	3.4	1.	1.5
4. Planning and preparing school programs -----	59.3	26.3	6.2	2.5	5.7
5. Determination of subject matter content -----	58.5	30.4	6.4	2.6	2.1
6. Choice of supplementary material -----	57.5	31.7	6.5	3.9	.4
7. "Extra curricular" activities -----	53.6	37.4	4.4	2.8	1.8
8. Choice of textbooks -----	52.1	32.7	8.7	4.9	1.6
9. Introduction of new theories of education -----	49.	33.3	12.6	3.4	1.7
10. Difference of opinion with administrator or supervisor concerning matters of educational procedure or school policy -----	35.1	33.	17.	6.4	8.5

### General Classroom Procedure

Table XVI shows that in matters of general classroom procedure, three-fourths of the respondents believe the suggestions of teachers are carefully considered "at all times." Further, 19 per cent of the answers indicate such suggestions are considered with care "frequently"; 4 per cent say, "seldom"; and 1 per cent, "never."

According to the replies, the suggestions of teachers on this item and classroom activities are given careful consideration more often than on other points in this section.

Appendix Table IV shows no appreciable difference among the answers  
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of the 8 comparison groups.

### Classroom Activities

Data in Table XVI reveal that in matters concerning classroom activities, the suggestions given by teachers receive practically the same degree of attention as those made in reference to classroom procedure. The similarity of the two items probably accounts for this showing. Almost three-fourths of the replies indicate the suggestions of teachers on this matter receive careful consideration "at all times"; while 1 per cent shows they are "never" considered.

As on the preceding question, the 8 comparison groups show no sig-  
2  
nificant difference in Appendix Table IV.

### Methods of Instruction

Concerning the methods of instruction, Table XVI reveals that 69 per cent of the respondents believe that careful consideration is given to

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1. See Appendix, p. 166.

2. See Appendix, p. 166.

suggestions of teachers "at all times"; 25 per cent indicate, "frequently"; 3 per cent, "seldom"; and 1 per cent, "never."

In Appendix Table IV the replies of the 8 comparison groups show<sup>3</sup> comparatively close agreement.

### Planning and Preparing School Programs

The data in Table XVI show that 59 per cent of the educators responding believe careful consideration is given "at all times" to the suggestions offered by teachers concerning school programs. Some 26 per cent think the suggestions of teachers are considered with care "frequently"; 6 per cent report, "seldom"; and 3 per cent, "never."

The small variation in responses of the groups in Appendix Table IV indicate the city teachers believe suggestions of teachers are given careful consideration less often than rural teachers think, and less often than administrators or principals think. Otherwise the groups answer<sup>4</sup> about the same.

### Determination of Subject Matter Content

Table XVI reveals that suggestions of teachers are given careful consideration about as often in determining the subject matter content as in choice of supplementary material. This close agreement probably occurs, since, if teachers may help choose the texts and supplementary material, they will be for the most part determining the subject matter content. The per cents in the table vary from 59 per cent, "at all times," to only 3 per cent, "never."

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3. See Appendix, p. 166.

4. See Appendix, p. 166.

The replies of the 8 comparison groups in Appendix Table IV agree<sup>5</sup> quite closely.

### Choice of Supplementary Material

Table XVI shows about the same percentage of replies indicating that various degrees of consideration are given to the suggestions of teachers in the choice of supplementary materials as in the choice of textbooks. The answers reveal that 58 per cent believe the suggestions of teachers regarding the choice of supplementary material are carefully considered "at all times"; while 32 per cent say, "frequently"; 7 per cent, "seldom"; and 4 per cent, "never."

Appendix Table IV shows about the same variation among the 8 groups<sup>6</sup> as on the preceding question. The smaller city group shows that careful consideration is given to suggestions of teachers more often than the larger city group indicates; the rural group indicates consideration given more often than the city group; and the administrators indicate that careful consideration is given to teachers' suggestions more frequently than replies of city teachers or principals indicate.

### "Extra Curricular" Activities

The majority of responses in Table XVI indicate that careful consideration is given "at all times" to suggestions of teachers in matters pertaining to "extra curricular" activities. Of the remaining replies, 57 per cent show such suggestions are given careful consideration "frequently"; 4 per cent believe, "seldom"; and 3 per cent, "never."

The administrators may indicate in Appendix Table IV that suggestions

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5. See Appendix, p. 167,

6. See Appendix, p. 167.



of teachers on this question receive careful consideration more often than city teachers and principals believe; and rural teachers may show that consideration is given more frequently to suggestions than city teachers indicate. Otherwise there appears no appreciable difference among the groups.<sup>7</sup>

### Choice of Textbooks

As the state textbook commission selects the textbooks for Montana,<sup>8</sup> this question refers to the choice of books from the state adopted list where more than one is available, or to any additional books which the schools may wish to select. In Table XVI concerning the choice of textbooks, 52 per cent of the respondents indicate that the suggestions of teachers are given careful consideration "at all times"; 33 per cent state "frequently"; 9 per cent, "seldom"; and 5 per cent, "never."<sup>9</sup>

Variations existing among the 8 groups in Appendix Table IV are small. Educators in cities under 5000 indicate teachers' suggestions are given careful consideration more frequently in this matter than those in larger cities show; rural teachers show that consideration is given to such suggestions more often than city teachers indicate; and the replies of the administrators indicate suggestions of teachers are given careful consideration more often than the responses of principals or city teachers show.

### Introduction of New Theories of Education

Almost half of the replies in Table XVI reveal that careful consideration is given "at all times" to the suggestions of teachers in matters dealing with the introduction of new theories of education. One

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7. See Appendix, p. 167.

8. Montana School Law, 1937, p. 88.

9. See Appendix, p. 167.

third of the answers show such suggestions of teachers are considered with care "frequently"; while 13 per cent say, "seldom"; and 3 per cent, "never."

In Appendix Table IV the responses of administrators indicate they believe the suggestions of teachers are carefully considered more frequently on new theories, than do the principals or city teachers. The  
10  
remaining groups agree quite closely in their answers.

#### Difference of Opinion With Administrator or Supervisor

The responses in Table XVI indicate the suggestions of teachers are given careful consideration less frequently in matters pertaining to differences of opinion with administrator or supervisor than on other items in this section. Concerning this question 35 per cent of the respondents believe the suggestions of teachers receive careful consideration "at all times"; 33 per cent say, "frequently"; 17 per cent, "seldom"; and 6 per cent, "never."

In the group answers of Appendix Table IV, about the only variations worth mentioning are: The smaller city group show such suggestions of teachers are considered more frequently than the educators in the larger cities indicate, and administrators believe such suggestions are given careful consideration more often than principals or city teachers reveal  
11  
in their replies.

#### Comments and Other Findings

Interesting comments of those replying to the questionnaire follow

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- 10. See Appendix, p. 167.
  - 11. See Appendix, p. 168.

concerning the consideration given to teachers' suggestions in school matters:

1. "A rural school is entirely in the hands of the teacher, providing she is competent."
2. "Within limits -- most things are left to the choice of the teacher."
3. "Only requirement is that teachers use adopted texts and follow course of study."
4. "All supplemental books purchased after cooperative study of committees."
5. "Have teachers' committees."
6. "Suggestions would be considered if made."
7. "Determined in conference with teachers."
8. "Suggestions from new teachers seldom made. Old teachers in system suggest much and all given pretty free rein in carrying out same."
9. "Entirely up to the teacher -- as long as it causes no general disturbance."
10. "At all times -- if one insists."

Briefly, Beale found in his study that in general teachers in most schools do not have a real voice in the choice of textbooks, determination of the curriculum, determination of the teaching method, introduction of theories of education, or settling differences of opinion, concerning school policy, with superintendent or other administrative officers.<sup>12</sup>

The First Yearbook of the John Dewey Society has this to say on the subject: "The administrative mind has various ways of escaping the democratic demand. It is not uncommon to find efficiency stressed as one of the chief objectives of educational administration. Those who emphasize efficiency are frequently prone to ignore or make light of the teachers' wishes or reactions with reference to supervision or administration."<sup>13</sup>

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12. Beale, p. 261-273.

13. John Dewey Society, The School and Society, Yearbook I, Edited by William H. Kilpatrick, New York, 1937, p. 121.

### Summary

1. The 388 respondents indicate that the order of frequency with which suggestions of teachers receive careful consideration in school matters is as follows:

- a. General classroom procedure.
- b. Classroom activities.
- c. Methods of instruction.
- d. Planning and preparing school programs.
- e. Determination of subject matter content.
- f. Choice of supplementary material.
- g. "Extra-curricular" activities.
- h. Choice of textbooks.
- i. Introduction of new theories of education.
- j. Difference of opinion with administrator or supervisor in school matters.

2. In not one of the 10 school matters listed do respondents believe the suggestions of teachers receive careful consideration "at all times." The per cent of replies which indicate that teacher suggestions receive care in consideration "at all times" varies from 75 per cent concerning general classroom procedure, to only 35 per cent concerning differences of opinion with administrator or supervisor on school matters. The per cent of responses which show that the suggestions of teachers are "never" given careful consideration varies from 1 per cent on methods of instruction, to 6 per cent on difference of opinion with administrator or supervisor on school matters.

3. For the most part, the differences in responses of the 8 comparison groups regarding the school matters considered in this chapter are small. The administrators show on half the items that careful consideration is given to suggestions of teachers about as often as the principals and city teachers believe; while on the other half, the administrators in-

icate careful consideration is given more often. On 4 of the items the rural teachers show that careful consideration is given their suggestions more often than city teachers indicate; otherwise the answers of the two groups give about the same picture. The two city groups agree on all but 3 items, and on these the educators in the smaller cities indicate teacher suggestions receive care in consideration more often than the larger city group shows.

4. Beale and other writers in the field indicate that in general teachers are limited somewhat in their freedom concerning many school matters.

## CHAPTER V

### ANALYSIS OF CERTAIN FACTORS WHICH INFLUENCE TEACHERS IN THE DISCUSSION OF CONTROVERSIAL SUBJECTS

#### Introduction

One of the chief concerns of society is what information and attitudes are to be taught in the public schools. Opinions of various groups of people differ considerably on this question. It is quite natural, then, that the introduction of issues of a controversial nature into the classroom by the teacher may cause opposition of one sort or another, depending upon the subject, how it is handled, and the particular belief of the opposition. Current literature on the subject seems to indicate that the degree of pressure exerted on teachers to influence their teaching of current issues varies from one section of the country to another.

It is the purpose of this chapter to present data regarding certain factors which may influence teachers in the discussion of controversial issues.

It is evident that a teacher may be influenced to refrain from the discussion of controversial subjects by one, or a number, of the groups or individuals under consideration here. The discussion is centered around Table XVII which presents the factors in the order of their extent of influence. (See next page for Table XVII.)

TABLE XVII

EXTENT TO WHICH TEACHERS REFRAIN FROM THE DISCUSSION OF CONTROVERSIAL SUBJECTS BECAUSE OF CERTAIN FACTORS.

Do teachers in your school refrain from the discussion of controversial subjects because of:	Per Cent of 388 Responses							
	In Class				Outside of Class			
	Usually	Some-times	Never	Non-Com-mit-tal	Usually	Some-times	Never	Non-Com-mit-tal
1. Belief in "leaving well-enough alone" -----	23.2	42.3	21.6	12.9	20.9	38.4	21.1	19.6
2. Belief that teacher should avoid such subjects -----	21.2	41.5	27.3	10.	17.3	36.3	29.4	17.
3. Fear of bringing unfavorable publicity to school -----	20.6	41.8	27.3	10.3	15.7	41.2	27.1	16.
4. Fear of displeasure of parents -----	18.3	49.2	24.8	7.7	12.1	48.2	27.9	11.8
5. Fear of public opinion -----	17.	44.1	26.8	12.1	15.5	44.1	24.7	15.7
6. Lack of interest in such subjects -----	13.7	41.5	33.5	11.3	11.9	41.	29.4	17.7
7. Fear of displeasure of school board -----	12.1	45.9	34.8	7.2	8.5	44.3	35.1	12.1
8. Fear of displeasure of religious groups -----	12.7	37.6	40.7	9.	8.2	36.1	40.2	15.5
9. Fear of displeasure of school administrator -----	11.3	36.1	42.8	9.8	7.2	33.5	45.7	13.6
10. Feeling of futility of not conforming -----	8.2	32.5	38.2	21.1	8.2	30.2	36.9	24.7
11. Fear of displeasure of political groups -----	5.4	27.3	54.7	12.6	5.7	26.	51.	17.3
12. Fear of displeasure of other teachers -----	5.7	24.7	58.	11.6	3.9	24.2	57.5	14.4

### Belief in "Leaving Well-enough Alone"

The replies in Table XVII indicate that educators of the state believe this view influences many teachers to refrain from the discussion of controversial issues. Judging from the per cents in the table, respondents consider that this view influences teachers as much or more than any of the factors considered.

The replies show the teacher to be influenced to about the same degree

in class as outside of class. Of the respondents, 23 per cent answer that teachers "usually" refrain in class because of this reason, 42 per cent believe, "sometimes," and 22 per cent say, "never."

There appears to be no appreciable difference in the answers of the 8 comparison groups shown in Appendix Table V.<sup>1</sup>

### Belief That Teacher Should Avoid Such Subjects

The percentages in Table XVII indicate this factor is about as important as any of the other items in the table in influencing teachers to refrain from discussing controversial subjects.

Twenty-one per cent of the replies show that teachers "usually" do not discuss controversial subjects in class for this reason, 42 per cent say "sometimes," and 27 per cent claim "never." The influence of this factor upon the teacher outside of class as shown by the replies is about the same as in class, possibly a little less.

Appendix Table V shows no appreciable differences in the answers of the 8 comparison groups on this question.<sup>2</sup>

### Bringing Unfavorable Publicity to School

The school people replying in Table XVII reveal that they believe teachers refrain from the discussion of controversial issues about as often because of fear of bringing unfavorable publicity to the school as because of fear of displeasing parents, or fear of public opinion. This similarity in answers probably follows since unfavorable publicity to school may be brought on by parents or public opinion. As to how often teachers refrain because of this reason, 21 per cent of the respondents

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1. See Appendix, p. 169.

2. See Appendix, p. 169.



say "usually," 42 per cent reply, "sometimes"; and 27 per cent, "never." The replies show about the same degree of influence in class as outside of class.

The responses of the principals in Appendix Table V indicate teachers refrain more often because of this reason than do the answers of either the administrators or city teachers reveal. The rural teachers may show that they are a little less influenced by this factor than city teachers. The  
3  
remaining groups agree quite closely.

### Displeasure of Parents

Fear of displeasing parents appears to cause teachers to refrain from discussing controversial issues more often than fear of displeasing the administrator, or the school board. Over 18 per cent of the replies in Table XVII show that teachers "usually" refrain because of this reason; 49 per cent say, "sometimes"; and 25 per cent, "never." The responses indicate the influence on teachers from this source is slightly less outside of class than in class.

Appendix Table V shows no variation in the responses of the 8 comparison groups on this question large enough to mention.  
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### Public Opinion

As can be seen in Table XVII, respondents indicate that fear of public opinion influences teachers to refrain from discussing controversial subjects about as often as fear of displeasure of parents. This seems reasonable since parents make up a large share of the public. Of the

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3. See Appendix, p. 169.

4. See Appendix, p. 169.

replies in the table, 17 per cent believe teachers "usually" refrain from such discussions in class because of fear of public opinion; 44 per cent say, "sometimes"; and 27 per cent, "never." Outside of class, the responses show about the same amount of influence.

In Appendix Table V the principals reveal by their answers that they believe teachers refrain from such discussions because of this reason more often than the replies of the administrators or city teachers indicate.<sup>5</sup> The other groups show no large variation in opinion.

#### Lack of Interest in Such Subjects

It appears from Table XVII that lack of interest plays a considerable part in influencing teachers in their discussion of controversial issues. Of those answering the question, 14 per cent indicate teachers "usually" refrain in class because of lack of interest; 42 per cent say, "sometimes"; and 34 per cent, "never." The respondents believe the teacher is influenced to refrain outside of class about as often as in class because of this factor.

In Appendix Table V the replies of the men show that teachers refrain more often because of lack of interest than the answers of the women indicate.<sup>6</sup> Otherwise the answers of the groups are about the same.

#### Displeasure of the School Board

The responses in Table XVII indicate that teachers refrain from discussing controversial issues both in and outside of class a little more

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5. See Appendix, p. 170.

6. See Appendix, p. 170.

often because of the school board than because of the administrator. As to the frequency of such influence in class, 12 per cent of the respondents answer "usually"; 46 per cent, "sometimes"; and 35 per cent, "never." The replies for outside of class are almost the same as those for in class.

The responses of the 8 comparison groups in Appendix Table V show no variation on this question large enough to mention.<sup>7</sup>

### Displeasure of Religious Groups

The responses shown in Table XVII indicate that fear of displeasure of religious groups influences teachers in the discussion of controversial subjects to about the same degree as does fear of displeasure of the school administrator. Of the replies to this question, 13 per cent show that teachers "usually" refrain from discussing such issues in class because of fear of displeasure of religious groups; 38 per cent say, "sometimes"; and 41 per cent, "never." The answers reveal about the same amount of influence on teacher discussions outside of class as in class.

The responses of the 8 groups in Appendix Table V show that the men think teachers are more often influenced in their discussion because of this source than women teachers indicate, and the replies of the city teachers indicate influence more often from such a source than do the responses of rural teachers. The remaining groups show no difference<sup>8</sup> worthy of mention in their answers.

### Displeasure of School Administrator

It appears from the data in Table XVII that the respondents think a

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7. See Appendix, p. 170.

8. See Appendix, p. 170.

number of teachers do refrain from the discussion of controversial subjects because of fear of displeasing the school administrator. As to how often teachers are influenced in class, 11 per cent say "usually"; 36 per cent, "sometimes"; and 43 per cent, "never." The replies indicate slightly less influence upon the teacher outside of class. Almost 41 per cent claim some degree of influence exerted outside of class, while 46 per cent believe there is none.

The replies of the 8 comparison groups in Appendix Table V reveal only two differences on this question large enough to mention.<sup>9</sup> The responses of the administrators indicate they think teachers are less influenced in the discussion of controversial issues because of fear of displeasing the school administrator, than either the principals or city teachers believe. It is possible the administrators under-estimate their influence, or that principals and teachers think there is more influence than really does exist. The rural teachers reveal less influence from this source than do city teachers. Possibly the lack of close supervision of rural teachers by such an officer accounts for the difference.

#### Feeling of Futility of Not Conforming

Table XVII reveals that respondents believe that some teachers do not discuss controversial issues because of a feeling of futility of not conforming. From the percentages in the table, this feeling seems to influence teachers almost as often in such discussions as fear of displeasing the school administrator. Of the educators replying, 8 per cent believe teachers "usually" refrain from discussing controversial issues in class

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9. See Appendix, p. 170.

because of such a feeling, and 33 per cent indicate "sometimes." Thirty-eight per cent answer that teachers are "never" influenced to refrain because of such a feeling. The replies for the amount of influence exerted upon teachers in class and outside of class are about the same.

In Appendix Table V the larger-city group shows teachers to be influenced more often by this feeling than the smaller-city group indicates; while the other groups show no appreciable difference in replies.<sup>10</sup>

#### Displeasure of Political Groups

The respondents in Table XVII show teachers to be influenced in their discussions of controversial issues about as often because of fear of displeasure of political groups as because of fear of displeasure of other teachers. They indicate that teachers refrain from such discussions about as often outside of class as in class because of political groups. Of those replying, 5 per cent claim teachers "usually" refrain in class because of this reason; 27 per cent say "sometimes"; and 55 per cent, "never."

The replies of the 8 comparison groups in Appendix Table V show no significant difference on this question.<sup>11</sup>

#### Displeasure of Other Teachers

The replies in Table XVII indicate that sometimes a few teachers may refrain from discussing controversial subjects because of other teachers on the faculty. Of the responses indicating the frequency with which teachers refrain in class because of this reason, 6 per cent say "usually"; 25 per cent, "sometimes"; and 58 per cent, "never." The respondents indicate practically the same amount of influence upon teachers outside of

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10. See Appendix, p. 171.

11. See Appendix, p. 171.

class as in class.

Appendix Table V shows quite close agreement among the 8 comparison groups on this question, except the principals indicate that teachers refrain from controversial discussions because of other teachers more often<sup>12</sup> than the administrators or city teachers believe.

### Other Factors Mentioned by Respondents

Other factors which respondents name as influencing teachers in their schools to refrain from the discussion of controversial subjects are:

(These are not listed in any order of importance.)

1. "Lack of knowledge for intelligent discussion."
2. "Unfamiliar with subject."
3. "Misunderstandings which distort report of teacher's attitude or remarks."
4. "Doing what will call for least criticism."
5. "Fear of losing position."
6. "Not exactly fear but fact that it would make other work less worthwhile."
7. "Just plain inertia."

### Teachers' Oath

How much or how little the Montana Oath influences the teachers of the state to refrain from discussing controversial issues probably depends to a great extent upon the individual teacher. In many places it apparently influences teachers little, if at all.

As Montana is one of several states requiring an oath of teachers, we shall consider briefly the general make-up of the several teacher's oaths.

In 1937, twenty-three states and the District of Columbia<sup>13</sup> either through statutory provision or state board regulations required teachers

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12. See Appendix, p. 171.

13. The requirement that teachers in the District of Columbia swear at the end of each salary period that they had not "taught or advocated" communism that period, which was known as the "Little Red Rider," was repealed by Congress in July, 1937.

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to take a pledge of loyalty, or an oath of allegiance.

The years when the teachers' oaths were prescribed in the states are as follows: One each in 1866 and 1867; one each in 1915 and 1917; six between 1921 and 1929; and thirteen in the two years 1931 and 1935. There were no teachers' oaths passed in 1937.<sup>15</sup> The Montana law was passed in 1931.

The wording and requirements of the laws requiring oaths of teachers vary considerably. In general the wording is such as to cause the teacher to take the pledge under one of the following conditions: (1) When he is first employed by the school district (5 states and District of Columbia); or (2) Whenever his certificate is issued or renewed (12 states), or (3) Whenever his contract is issued or renewed (6 states, including Montana.)<sup>16</sup>

The laws requiring oaths of teachers vary in detail of prescription from a simple pledge "to support" the federal and state constitutions to one requiring many additional items. In addition to the constitutional pledge, combinations of the following items may be required of teachers: Defend the constitution; "discharge faithfully" the duties of a teacher; promote by "precept and example" love, respect, and allegiance to the state and national flag, law and order, the government, and American institutions. The Montana law requires most of these items as do eight other states.<sup>17</sup>

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14. Research Division, National Education Association, "Teachers' Oaths," Mimeographed report, October, 1937, p. 1.

15. Ibid., p. 3.

16. Ibid., p. 3.

17. Ibid., p. 3-4.

The state of Georgia is the only state where the law prevents the teaching of specific theories of government, economic, or social relations<sup>18</sup> thought to be inconsistent with American principles.

Penalties for failure to take the oath may be the refusal by authorities to issue certificate or contract; punishment of teacher, or officer permitting teacher to teach without complying with law by fine or imprisonment, or both; certificate revoked permanently; and administrative officer<sup>19</sup> liable to dismissal for hiring teacher who has not complied with law.

As to the teaching positions affected by the oath laws, there is some variation among the several states. All states with oath laws require them of teachers (including principals and superintendents) in the public elementary and secondary schools, but only a part of the laws include instructors in normal schools, colleges, universities, private schools, or parochial schools.<sup>20</sup> The Montana oath is required of instructors in state educational institutions in addition to those school<sup>21</sup> people employed in the elementary and secondary schools.

Only five of the states specifically mention whether foreign teachers are subject to the provisions of the oath, but in practically all of the<sup>22</sup> others it would be assumed by interpretation that they are.

The Montana law requiring an oath of teachers is worded as follows:

"Section 1327.1. Oath required of persons applying for teaching positions. Every person who applies for a contract, or any renewal thereof, to teach in any of the public schools of this state, shall subscribe to the following oath or affirmation before some

18. Research Division, National Education Association, "Teachers' Oaths," Mimeographed Report, October, 1937, p. 4.

19. Ibid., p. 5.

20. Ibid., p. 6.

21. See law quoted on next page.

22. Research Division, National Education Association, "Teachers' Oaths," Mimeographed report, October, 1937, p. 6.



officer authorized by law to administer oaths:

'I solemnly swear (or affirm) that I will support the constitution of the United States of America, the constitution of the state of Montana and the laws of the United States and the state of Montana, and will, by precept and example, promote respect for the flag and the institutions of the United States and the state of Montana, reverence for law and order and undivided allegiance to the government of the United States of America.'

Such oath or affirmation shall be executed in duplicate and one copy thereof shall be filed with the state superintendent of public instruction at the time when the application for a license is made, and the other copy shall be retained by the person who subscribed to such oath or affirmation. No such contract shall be entered into, or be effective, unless such oath shall have been filed.

Section 1327.2. Oath required of instructors in state educational institutions. Every professor, instructor or teacher who shall hereafter be employed by any university, normal school or college in this state which is supported in whole or in part by public funds, shall, before entering upon the discharge of his or her duties, subscribe to the oath or affirmation as prescribed in section 1327.1 before some officer authorized by law to administer oaths. Such oath or affirmation shall be executed in duplicate and one copy thereof shall be filed with the president of such university, normal school or college, and one copy shall be retained by the person who subscribed to such oath or affirmation; provided, however, the above requirement shall not apply to exchange professors or temporary employees."<sup>23</sup>

#### Findings of Other Studies

Turner found in his study of 6 cities that 60 per cent of the 30 controversial issues named in his questionnaire are presented in class by the 119 teachers responding; but that considerably less than 60 per cent actually receive thorough class discussion. The teachers further indicate that they feel 91 per cent of the issues should be discussed; and that if there were no fear of outside influence being exerted on them, 92 per cent  
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of the issues would be presented for discussion.

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23. School Laws of the State of Montana, 1937, p. 158.

24. Turner, p. 208.

Turner says, "There is sufficient evidence to conclude that these teachers are not presenting the social, political, and economic issues they feel should be presented, and also that a possible reason is that should they give these issues the full and fearless discussion their importance warrants, pressure or influence would be brought to bear against them for so doing."<sup>25</sup>

As to sources of pressure, the 119 teachers indicate by frequency of mention that capitalistic interests rank first; the superintendent of schools, second; the school principal, third; the general public, fourth; and the parents, fifth.<sup>26</sup>

In his study, Beale found that considerable pressure is exerted on teachers in many localities relative to what they teach in the classroom.<sup>27</sup> He found that the presentation of controversial issues for discussion in many schools would cause serious trouble for the teacher. A number of teachers claimed they were endangering their positions, if they discussed many of the current issues of the day in their history classes. In many communities he found that a great number of subjects were taboo as far as discussion in class is concerned. He reports that the pressure exerted is extreme in a number of communities, while in others it is slight.

The Research Division of the National Education Association reported in 1937 a study of 409 returns by teachers, in which the reason cited most frequently for avoiding controversial topics was "fear of outside pressure groups" at the high-school level, and immaturity of the pupils

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25. Turner, p. 208.

26. Ibid., p. 209.

27. Beale, Chapters II-X, p. 22-261.

at the elementary-school level. Relatively few teachers reported that they avoided controversial topics because of administrative officers. Disapproval of the parents was indicated to be a strong deterrent, especially<sup>28</sup> in the elementary school.

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28. Research Division, National Education Association, Improving Social Studies Instruction, Vol. 15, No. 5, November, 1937, p. 220.

### Summary

1. According to the replies of the 388 respondents, the order of the factors which influence teachers in the discussion of controversial issues relative to the extent of their influence is as follows:

- a. Belief in "leaving well-enough alone."
- b. Belief that teacher should avoid such subjects.
- c. Fear of bringing unfavorable publicity to school.
- d. Fear of displeasure of parents.
- e. Fear of public opinion.
- f. Lack of interest in such subjects.
- g. Fear of displeasure of school board.
- h. Fear of displeasure of religious groups.
- i. Fear of displeasure of school administrator.
- j. Feeling of futility of not conforming.
- k. Fear of displeasure of political groups.
- l. Fear of displeasure of other teachers.

2. The respondents seem to indicate that teachers may refrain from discussing controversial subjects because of any one of the factors considered. The per cent believing teachers are "usually" influenced by such factors varies from 5 per cent for fear of displeasure of political groups to 23 per cent for belief in "leaving well-enough alone." The percentage believing teachers "never" refrain from such discussion because of these factors varies from 22 per cent for belief in "leaving well-enough alone" to 58 per cent for fear of displeasure of other teachers.

3. The respondents indicate that the 12 factors considered in this chapter influence teachers to refrain from the discussion of controversial issues slightly less outside of class than in class.

4. Outside of a few minor differences, the 8 comparison groups show comparatively close agreement on their responses dealing with the factors which influence teachers in the discussion of controversial subjects. Therefore, there is no significant trend in the answers other than agreement.

5. Other factors mentioned by respondents which influence teachers in the discussion of controversial matters are: (These are not listed in any order of importance.)

- a. "Lack of knowledge for intelligent discussion."
- b. "Unfamiliar with subject."
- c. "Misunderstandings which distort report of teacher's attitude or remarks."
- d. "Doing what will call for least criticism."
- e. "Fear of losing position."
- f. "Not exactly fear but fact that it would make other work less worthwhile."
- g. "Just plain inertia."

6. Montana is one of twenty-three states and the District of Columbia which either through statutory provision or state board regulations require teachers to take a pledge of loyalty, or an oath of allegiance. The Montana law was passed in 1931.

7. The laws requiring oaths of teachers vary in detail of prescription from a simple pledge of support to the constitution to one requiring many additional provisions. The Montana law requires most of the items in such oaths as do 8 other states. The Montana oath is required of those teaching in the public schools and the state educational institutions.

8. Beale and others report that teachers are influenced considerably by pressure groups in their discussion of controversial issues.

**CHAPTER VI**  
**ANALYSIS OF CERTAIN SOURCES OF PRESSURE**

**Introduction**

The pressure groups which may exert influence on teachers are numerous. The more common sources of pressure, only, are considered in this chapter. The sources may exercise their influence directly, or indirectly through some agency such as the school board, superintendent, or principal. Teachers may or may not be aware of them depending upon how such pressures are imposed, and whether they stop to analyze them.

The pressure groups discussed in the following paragraphs are listed in Table XVIII in the order of the degree of pressure which Montana school people believe they exert upon teachers.

**TABLE XVIII**  
**DEGREE OF PRESSURE WHICH CERTAIN GROUPS EXERT UPON MONTANA PUBLIC SCHOOL TEACHERS.**

	Per Cent of 388 Responses				
	Ex- treme	Consider- able	Little	None	Non-Com- mittal
1. School administrator -----	12.4	43.6	26.5	12.4	5.1
2. Parents -----	7.2	40.2	45.1	6.2	1.3
3. School board members -----	9.3	36.6	36.9	14.7	2.5
4. Students -----	6.2	37.1	39.2	15.5	2.
5. Other teachers -----	1.3	22.7	44.1	27.8	4.1
6. Business Men -----	1.	14.9	47.2	33.	3.9
7. Churches -----	.8	11.3	43.1	41.5	3.3
8. Parent-Teachers Association ---	1.5	16.2	27.1	47.2	8.
9. Women's Clubs -----		9.3	37.4	49.7	3.6
10. Politicians -----	.8	5.9	30.2	58.	5.1
11. American Legion and D. A. R. --	.2	3.9	31.7	58.	6.2
12. Service Clubs (Kiwanis, Etc.)--		5.7	29.6	59.3	5.4
13. Lodges -----	.5	5.4	26.1	63.4	4.6
14. The Ku Klux Klan -----	1.3	.8	4.1	87.4	6.4

### School Administrator

The respondents in Table XVIII indicate that the administrator and the parents exert more pressure on teachers than any of the other individuals or groups considered in this chapter. The replies in Tables VII and XVII also show considerable influence of the administrator on the actions of teachers. In Table XVIII, 12 per cent of the respondents believe the pressure to be "extreme"; 44 per cent say "considerable"; 27 per cent, "little"; and 12 per cent, "none."

The only variation in the responses of the 8 comparison groups in Appendix Table VI on this item large enough to mention, is that the rural teachers show less pressure exerted by the administrator than do city teachers.<sup>1</sup> This difference may be expected since rural teachers are not supervised as closely, by such an officer, as city teachers.

School administrators of the state mention that the following are expected of teachers in their schools: (These do not include routine regulations, such as time of arrival at school building, reports, etc.)

1. "Teachers expected to join M. E. A."
2. "Teachers are expected to consult with the administrator before undertaking activities outside of school, especially those involving pupils."
3. "Teaching of controversial issues subject to superintendent's checking."
4. "Expect teachers to take some interest in the community."
5. "I expect every teacher to take one or more educational magazines in addition to M. E. A. Journal."
6. "I expect faculty members to take part in civic activities when called upon to do so."
7. "I ask them to use good sense and discretion."

Beale reports that, although some superintendents aid freedom for teachers, by far the larger number of them limit it considerably. He found

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1. See Appendix, p. 172.

that many school administrators are indifferent to freedom, and that various<sup>2</sup> means are used which eventually restrain teacher freedom.

### Parents

Table XVIII indicates that parents exert about as much pressure on teachers as any of the other groups or individuals considered here. Over 7 per cent of the replies show the pressure to be "extreme"; 40 per cent say "considerable"; 45 per cent, "little"; and 6 per cent, "none."

Appendix Table VI shows that the 8 comparison groups agree quite close-<sup>3</sup>ly in their responses to this question.

In his investigation, Beale informs that parents do exert considerable<sup>4</sup> influence upon teachers which often limits their freedom. The Second Yearbook of the John Dewey Society states that parents exert definite<sup>5</sup> pressure on teachers in the elementary school.

### School Board Members

#### Degree of Pressure

The replies shown in Table XVIII reveal that the board members exert considerable pressure which influences the action of teachers, about the same as that exerted by students, but less than the administrator or parents. The influence of the school board on teachers is also indicated in Tables VII and XVII which are discussed in previous chapters. Over 9 per cent of the respondents in Table XVIII show the pressure exerted by the board members to be "extreme"; 37 per cent believe it is "considerable";

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2. Beale, p. 613-20.

3. See Appendix, p. 172.

4. Beale, p. 595-98.

5. John Dewey Society, Educational Freedom and Democracy, Yearbook II, Edited by Harold B. Alberty and Boyd H. Bode, New York, 1938, p. 109.



37 per cent say, "little"; and 15 per cent, "none."

The 8 comparison groups in Appendix Table VI reveal no appreciable  
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difference in answers on this question.

### Rules and Regulations of School Boards

Some respondents mention that school boards in their communities expect the following to apply to teachers:

1. "Use judgment in personal affairs."
2. "Do not talk shop out of school."
3. "Try to be a teacher that the pupils can copy after and benefit by."
4. "Conduct becoming a lady or a gentleman."
5. "Reasonable conduct as respectable persons and citizens."
6. "Some community interest."
7. "Expect teachers to conduct themselves on a plane definitely above that of the standard set by community."
8. "Teachers are supposed to use common sense."
9. "It is suggested that teachers assist in the community where their talents will help community organizations."
10. "That one conduct oneself as a lady or gentleman and keep in a physical condition to do effective work."

A few administrators report the following school board regulations in their school systems: (The same type of regulations were found in the board rules received from 20 Montana schools which are presented immediately following this paragraph.)

1. "Regulation eliminating married women teachers."
2. "No smoking of cigarettes by women teachers."
3. "Teachers (men or women) must not attend any night club."
4. "Teachers not allowed to drink or smoke."
5. "We do not hire teachers from out of state only in an emergency."
6. "Reasonable conduct, professional interest, interest in pupils."
7. "No dates with students."
8. "Prefer non-smokers."
9. "Prefer those with experience."
10. "We require that teachers shall stay in the community a reasonable number of week-ends."
11. "We expect teachers to conduct themselves in such a manner as will not bring reproach upon the profession."

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6. See Appendix, p. 172.

12. "Midweek dances are frowned upon."
13. "Emphasis is made on the physical fitness of the teacher to do good work."

The following rules which have a direct bearing on teacher freedom, were taken from school board regulations received from 20 schools of the states

1. "It is suggested that each teacher subscribe to some professional or department magazine."
2. "No dates with high school students."
3. "Married women not employed, unless husband disabled, family dependant on her."
4. "Will hire married women with able-bodied husbands only in emergency."
5. "It is a ruling of the board not to hire married woman, unless she is the sole support of herself and family."
6. "Married women not hired."
7. If married, "must resign at end of semester."
8. If married, "contract terminates."
9. "All teachers employed in the school system shall be citizens of the United States."
10. "No principal or teacher shall report for duty in gear or garb indicative of race or creed."
11. "The satisfactory proof of a woman teacher smoking shall be deemed sufficient cause for her immediate discharge and the cancellation of her contract by the Board."
12. "All employees of the Board are expected to meet promptly and honorably their financial obligations. Failure to do so after their attention has been called to the matter by the proper officer shall be sufficient cause for their dismissal."
13. "The Board will hold each principal personally responsible for the use in plays, exercises or entertainments of songs, acts, or words which tend to lower the moral standard of the pupils."
14. "You will be expected to attend and give your support both financial and moral to all school functions, or functions sponsored by the school."
15. "You will be expected to leave your school problems and troubles in school. Promiscuous talking is unprofessional."
16. "You will be expected to spend most of your week ends in . . . ."  
(Town where school is located.)
17. "You will be expected to fraternize with the people of the community."
18. "Generally speaking week-night social functions and parties are taboo -- there are exceptions however."
19. "You will be expected to join the M. E. A."

20. "Must be free from Tuberculosis."
21. "Health certificate required."
22. "Refrain from talking shop out of school."
23. "In case . . . of gross insubordination or wilful neglect of duty, or other legal reason, contract . . . shall terminate upon notice by board or superintendent."
24. "Before action is taken on any complaint of any nature such complaint must be submitted to the Board of Trustees in writing and duly signed. When a complaint has been made against a teacher, he shall be entitled to a hearing at a regular or special meeting of the Board."
25. "Want of punctuality or a willful violation of any of the rules of Board . . . shall be considered sufficient cause for removal."
26. "Teachers shall refrain from all unkind criticism upon parents, pupils, and upon each other."
27. "Teachers shall not allow outside amusements, or late hours to interfere with school work. Teachers shall be at their homes or places of residence by 12 o'clock midnight on every Sunday, Monday, Tuesday, Wednesday, and Thursday nights during the school year, and shall not be at entertainments or places of amusement later than said 12 o'clock midnight on any of the nights above mentioned."
28. "That any member of the faculty or any pupil attending . . . discovered using tobacco in any form or intoxicating liquor on the . . . school grounds or in any part of the building, or while representing the school in any activity outside of the high school grounds, and under the supervision of any member of the faculty or representative of the school, shall be deemed guilty of violating the rules adopted by the Board of . . . School."
29. "Increasing tenure of a group of teachers in a community requires that teachers be able more and more to secure the satisfactions that accompany being an integral part of the community. The contribution which our own organization makes toward securing these satisfactions for its members should be constantly increasing.

This realization of completeness of living and the satisfactions that accompany a richly integrated personality are frequently difficult for the teacher to secure and retain for an indefinite time because of their position and their more or less irregular home and family life.

Compensation for such losses if any are most likely to be secured through a certain degree of sublimation of personal desires and instincts to a sincere joy in the welfare and progress of others. Such sublimation is the surest guarantee of the teacher's recognition, success and happiness.

Activities of teachers apparently aimed at securing the satisfactions mentioned above are judged by the community upon

their apparent sincerity. A teacher may spend hours weekly at most any type of outside activity or with most any type of company -- young or old, greatly above or below their own presumed social and intellectual level -- without becoming objects of unfavorable comment providing there are reasonable manifestations of sincerity. If a teacher gives large portions of her time month after month, year in and year out, to associations with individuals or groups for no other purpose than passing the time pleasantly and with apparent disregard of self-improvement and the growth and welfare of others, that teacher becomes a handicap to the welfare of the group."

### Teachers' Contracts

The material found in contracts of Montana teachers bearing on the subject of freedom is included in this section, since the provisions are adopted by the school board. The following table presents stipulations which directly pertain to teacher freedom that were found in contracts received from 69 Montana schools. Items referring to resignation of teacher and forfeiture in such cases, salary in case of emergencies, sick leave, and items of mechanical nature are, therefore, omitted. The stipulations for the most part are taken from the contracts with exact wording used. (See Table XIX on next page.)

TABLE XIX  
STIPULATIONS IN 68 MONTANA CONTRACTS WHICH PERTAIN TO TEACHER FREEDOM.

<u>Stipulation</u>	<u>Number of Contracts</u>	<u>Per Cent</u>
<b>Power of School Board to Terminate Contract</b>		
Marriage - Woman -----	24	35.3
Any misrepresentation concerning marital status -----	1	1.5
Incompetence or inefficiency -----	8	11.8
Insubordination -----	4	5.9
Wilful neglect of duty -----	3	4.4
Unfitness -----	1	1.5
Disloyal -----	4	5.9
Immorality -----	2	2.9
Social misconduct -----	1	1.5
Improper conduct -----	1	1.5
Unprofessional conduct -----	4	5.9
Conduct unbecoming a teacher -----	1	1.5
Keep company with high school students of opposite sex -----	2	2.9
Smoking or drinking -----	1	1.5
Board's judgment -----	2	2.9
On recommendation of superintendent or principal during year -----	1	1.5
Failure to abide by rules and regulations of school --	1	1.5
Any of causes specified by law -----	3	4.4
Failure to file valid certificate with Board before entering service -----	2	2.9
If necessary to close school for any reason -----	1	1.5
Failure to file health certificate -----	1	1.5
Infectious disease -----	5	7.4
Tuberculosis -----	5	7.4
Must resign not later than end of year after 65 years of age -----	1	1.5
Failure to attend summer session within last four years -----	1	1.5
Failure to take course (6 qtr. hr. credits) every 3 years -----	1	1.5
Exercise influence over pupils in behalf of any candidate in election -----	1	1.5
<b>Duties and Obligations of Teacher</b>		
To make district his home while employed there -----	2	2.9
Conform to Board rules, regulations and wishes -----	17	25.
Conform to rules and instructions of Superintendent --	30	44.1
Conform to rules of State Superintendent of Public Instruction -----	39	57.4
Conform to rules, etc., of County Superintendent -----	36	52.9
Comply with all Montana School Laws -----	13	19.1
To use only textbooks prescribed by law -----	37	54.4
To use prescribed course of study -----	34	50.
Take Oath of Office -----	26	38.2
To cooperate with school faculty -----	1	1.5

Continued on next page --

TABLE XIX Continued --

<u>Duties and Obligations of Teacher</u>	<u>Number of Contracts</u>	<u>Per Cent</u>
Pledge conformity to all laws, rules and regulations of school -----	22	32.4
Give loyal support to supporters of school -----	1	1.5
Te set fitting example for students -----	1	1.5
Must join the M. E. A. -----	3	4.4
Attend summer school at least every second summer -----	1	1.5
Assist in student athletics, community work, entertainment for pupils -----	1	1.5
Must have health certificate -----	8	11.8

The table for the most part is self-explanatory. It shows the number of contract forms and the per cent that have various provisions which may restrict the teacher. The regulations under the caption "Power of board to terminate contract" indicate that those school boards expect the teacher to conduct himself in a certain manner; and unless he carries out their wishes, his contract may be terminated. A number of the contracts include one or several of the items, while some omit all of them. Hence, some of the contracts are as brief as possible, while others are quite lengthy, with many restrictive provisions.

Interesting clauses pertaining directly to teacher freedom found in the study of the 68 Montana contracts follow:

1. "It is further agreed and understood, that the laws, rules and regulations of the State of Montana and the Board of Trustees of School District No. . . . and the District Superintendent for the government of the school are hereby made a part of this contract."
2. "That as a part of the consideration of this contract said teacher shall have had or shall take a course in a school of recognized standing every three years which shall consist of advance work in education and shall include at least 6 quarter hour credits which shall be certified by proper authority of school from which such credits are obtained and filed with said Board of Trustees or its representative and failure to obtain and file said certificate before the opening day of school that this contract takes effect renders said contract null and void."

3. "Build character, patriotism, school loyalty and enthusiasm."
4. "Teachers must avail themselves of every opportunity to inculcate the observance, of neatness, promptness, politeness, cheerfulness, truthfulness, honesty and patriotism and all the virtues that contribute to the effectiveness of the school, the good order of society, and the safety of our American Citizenship."
5. "Put ever your work in such a way that results will be good advertising for our school for another school year."
6. "It is the purpose of the board to employ none but competent teachers for which they pay salaries to compensate such teachers for their time and best efforts. It is therefore understood that any teacher may be discharged at any time for indolence, indifference, incompetency, improper conduct or taking active part in any school board election."
7. "Board, being the sole and absolute judge thereof, reserves the right to dismiss said teacher and cancel this contract . . . ." (inefficient, disloyal, unprofessional conduct.)
8. "The Board of Trustees reserves the right to discharge a teacher for cause appearing satisfactory to the Board at any time during the period covered by this contract."
9. "In order that teachers may have the best influence in our community it is desired that they do not smoke or drink; and it is hereby agreed that if the undersigned teacher is found guilty of smoking or drinking that this contract shall terminate at once."
10. "In accepting a position in this school, it must be regarded as a pledge that said teacher shall maintain such a standard of conduct in school as well as out and abstain from questionable habits, questionable companions, drinking parties, and resorts that are commonly known to be low in character and reputation."
11. "You are not to make a practice of going to dances, entertainments, etc. on school nights. We feel in order to maintain your poise, discipline and carry on your work in a satisfactory manner you should not be out later than 12 o'clock on these nights."
12. "You are to conduct yourself in such a manner socially that you bring no discredit on your school through thoughtless indiscretions."
13. "Marriage of the teacher during the term of this contract shall forfeit the contract, at the option of the board."
14. "Should a teacher get married during the time of the contract the contract is forfeited immediately."
15. "Do not talk shop promiscuously."
16. "Shall become an active member of the State Educational Association."
17. "Principal and board absolutely will not recommend any teacher who does not co-operate entirely with their wishes."

Sonneman's findings agree quite closely with the material presented in Table XIX. He found that of the 128 Montana schools over 25 per cent have

immorality clauses, 27 per cent have incompetence clauses, and 36 per cent have marriage clauses in teachers' contracts giving the school board power of revocation during the school term.

Studies made by Stevenson<sup>8</sup>, Cooke<sup>9</sup>, and the Committee on Tenure for the National Education Association<sup>10</sup> indicate that in general many contracts contain clauses similar to those in Table XIX. The first two studies found a few very restrictive contracts, but these were the exception rather than the rule.

In his study, Beale reports that because of the authority invested in them, school boards greatly interfere with the freedom of teachers, either directly or indirectly through the superintendent or principal.<sup>11</sup> He found that since the personnel of most school boards consists of those who do not understand education or have its viewpoints, the tendency is to place many restrictions on teachers.<sup>12</sup>

The First Yearbook of the John Dewey Society states that, "studies made indicate uniformly that in this country school boards tend to be representative of the more conservative business interests."<sup>13</sup> The Yearbook goes on to say that the action of such school boards is toward suppressing many things which eventually interferes with teacher freedom.<sup>14</sup>

### Students

Table XVIII indicates that students exert considerable influence upon the actions of teachers. Over 6 per cent of the replies show the degree of

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7. Sonneman, p. 48-49.

8. Stevenson, p. 525-532.

9. Cooke, Part I, p. 31-33; Part II, p. 39-41.

10. Committee on Tenure, National Education Association, Teachers' Contracts, 1936, p. 12-28.

11. Beale, p. 608-9.

12. Ibid., p. 609-11.

13. John Dewey Society, Yearbook I, p. 33.

14. Ibid., p. 33-34.



pressure to be "extreme"; 37 per cent say, "considerable"; 39 per cent, "little"; and 16 per cent, "none." As can be seen from the table, respondents indicate students exert about the same amount of pressure, as the school board members on teachers; and, but little less than the administrator or parents exert.

From the comments of the respondents as well as their answers to the questionnaire, it appears there is considerable difference of opinion as to pressure of students. One extreme is shown by the following remark, "The opinion of the pupils is one of the greatest factors in holding a position"; while the other view is presented by the statement, "there is no pressure that I know of from students."

There is no appreciable difference in the replies of the 8 comparison groups shown in Appendix Table VI on this question.<sup>15</sup>

Beale reports in his study that student opinion often influences teachers in such a way as to restrain teacher freedom.<sup>16</sup> He found that many of the interests of students, especially athletic interests, often interfere with the work of teachers.<sup>17</sup> The study indicates that in some small communities to be unpopular with the student body means dismissal.<sup>18</sup> The study reports that in some cases students come to the defense of teachers, but that usually student opinion restrains rather than aids freedom for teachers.<sup>19</sup>

#### Other Teachers

The pressure exerted by other teachers as shown by Table XVIII is less

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15. See Appendix, p. 172.

16. Beale, p. 592.

17. Ibid., p. 592.

18. Ibid., p. 594.

19. Ibid., p. 595.

than that of students, but more than several of the other sources discussed. Tables VII and XVII (already discussed) also show some pressure exerted by other teachers. In Table XVIII, 1 per cent believe the pressure to be "extreme"; 23 per cent, "considerable"; and 44 per cent, "little." Almost 28 per cent believe there is no pressure exerted on the teacher from this source.

The only variation in answers of the 8 comparison groups in Appendix Table VI on this point, worthy of mention, is that the rural teachers show<sup>20</sup> less pressure from other teachers than do city teachers. This is probably due to the fact that in most rural schools there are only one or two teachers.

In his investigation, Beale expresses the view that freedom of teachers<sup>21</sup> is limited considerably by the influence of other teachers.

#### Business Men

Respondents indicate in Table XVIII that business men exert some pressure on teachers. Of the replies, only 1 per cent believe the pressure is "extreme"; 15 per cent say, "considerable"; and 47 per cent, "little." Almost one-third of the respondents claim there is no pressure from business men.

The replies of the group of men indicate somewhat more pressure upon<sup>22</sup> teachers from business men than do women in Appendix Table VI. The rural teachers show that business men exert considerably less pressure, than city teachers indicate. This probably follows since there may be no business men

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20. See Appendix, p. 173.

21. Beale, p. 599.

22. See Appendix, p. 173.

in rural localities.

Beale considers in his study that business and business men are one  
<sup>23</sup>  
 of the most dangerous threats to freedom of teachers. He cites numerous  
 cases in which teachers were influenced and restricted in their freedom be-  
 cause of the activities of business men, especially men connected with large  
<sup>24</sup>  
 companies.

### Churches

Table XVIII shows the pressure exerted by churches on teachers is for  
 the most part either little or none. Less than 1 per cent of the respond-  
 ents in the table think churches exert "extreme" pressure, 11 per cent say  
 the pressure is "considerable"; 43 per cent, "little"; and 42 per cent,  
 "none." These replies agree quite closely with those in Tables VII and  
 XVII on the influence of religious groups.

Appendix Table VI indicates that the only variation of any size among  
 the 8 comparison groups is that the rural teachers show less pressure ex-  
<sup>25</sup>  
 ercised on teachers by churches than do city teachers. The scarcity of  
 churches in the rural communities probably accounts for this.

### Parent-Teachers Association

Almost half of the responses in Table XVIII indicate that the Parent-  
 Teachers Association exerts no pressure on teachers. Almost 2 per cent be-  
 lieve the pressure exercised is "extreme"; 16 per cent say, "considerable,"  
 and 27 per cent, "little."

Although there are small variations in answers among the 8 comparison  
 groups in Appendix Table VI, the only one large enough to mention is that

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23. Beale, p. 545.  
 24. Ibid., p. 545-71.  
 25. See Appendix, p. 173.

26

between the 2 city groups. The larger city group shows more pressure exerted on teachers by the P. T. A. than does the smaller city group.

### Women's Clubs

None of the replies in Table XVIII show the pressure imposed on teachers by women's clubs to be "extreme," while half of them indicate there is no pressure. Over 9 per cent claim the pressure is "considerable," and 37 per cent believe it is "little."

The only variation of any size in Appendix Table VI shows the rural teachers indicating less pressure from this source than do city teachers.<sup>27</sup> Again, the lack in number of such organizations in the country probably accounts for the difference.

### Politicians

The replies shown in Table XVIII indicate that politicians exert less pressure on teachers than do business men. Less than 1 per cent of the respondents believe the pressure is "extreme"; 6 per cent say, "considerable," 30 per cent, "little"; and 58 per cent, "none."

The only difference of any size among the comparison groups in Appendix Table VI is that the rural teachers show less pressure on teachers exercised by politicians, than do city teachers.<sup>28</sup>

Beale gives evidence in his book to show that politicians often control the schools, and that frequently teachers are restricted in their freedom because of such pressure.<sup>29</sup>

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26. See Appendix, p. 173.

27. See Appendix, p. 173.

28. See Appendix, p. 174.

29. Beale, p. 540-43.

### American Legion and D. A. R.

The responses in Table XVIII indicate that the American Legion and the D. A. R. exert about the same degree of pressure on teachers as do service clubs. Almost three-fifths of the replies show no pressure on teachers from this source, and less than 1 per cent believe it is "extreme." Almost 4 per cent claim the pressure is "considerable," and 32 per cent answer, "little."

The variations in replies of the 8 comparison groups on this question as shown in Appendix Table VI are: Men indicate more pressure exerted on teachers from this source than do women; administrators show the source has more influence on teachers than principals or city teachers indicate; and city teachers indicate more pressure than rural teachers.<sup>30</sup>

Beale's study indicates that patriotic organizations often do exert pressure on teachers.<sup>31</sup> He found that of the many such organizations, the most active and probably the most influential is the American Legion. Next in amount of influence exerted on teachers and the schools is probably the Daughters of the American Revolution.

The First Yearbook of the John Dewey Society claims that the activities of the American Legion and the D. A. R. often place restraint on the teachers' freedom.<sup>32</sup>

### Service Clubs

In Table XVIII none of the responses indicate the pressure imposed on teachers by service clubs is "extreme," while three-fifths believe there is

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30. See Appendix, p. 174.

31. Beale, p. 55-78.

32. John Dewey Society, Yearbook I, p. 271-272.

no pressure exercised. Almost 6 per cent of the replies indicate there is "considerable" pressure exercised on teachers, and 30 per cent say, "little."

The difference in replies of the 8 comparison groups in Appendix Table VI is small; except that the rural teachers show considerably less pressure from service clubs than do city teachers, which may be expected since there  
33  
are no such clubs in the country.

### Lodges

Almost two-thirds of the respondents indicate in Table XVIII that teachers are not subject to pressure from lodges. Less than 1 per cent believe the pressure imposed by lodges is "extreme"; 5 per cent say, "considerable," and 26 per cent, "little."

As in several of the previous discussions, the only groups showing an appreciable difference in answers in Appendix Table VI are the rural teachers and city teachers.  
34  
The former show less pressure from lodges than the latter, there being few lodge members in the rural communities probably accounts for the variation.

### Ku Klux Klan

Over 87 per cent of the respondents indicate in Table XVIII that the Ku Klux Klan exerts no pressure on teachers in their communities. However, 1 per cent of the educators believe the pressure is "extreme"; about 1 per cent say, "considerable"; and 4 per cent, "little."

The comparison groups in Appendix Table VI agree quite closely in their  
35  
replies to this question.

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33. See Appendix, p. 174.

34. See Appendix, p. 174.

35. See Appendix, p. 174.

Beale's study shows that in some sections of the country the Klan<sup>36</sup> exerts considerable pressure on teachers.

### Others

Other sources of pressure upon teachers which are listed by respondents for their communities are: (These are not listed in any order of importance.)

1. Farmer's Union
2. Community Club
3. Public opinion
4. Tradition
5. Bridge Club
6. Athletic fans
7. Corporations
8. Chamber of Commerce
9. Press
10. State Government
11. Y. M. C. A.
12. Big Tax-payer

The following sources which exert pressure on teachers are discussed at some length by Beale in his book:<sup>37</sup> (These are not listed in any order of importance.)

1. Patriotic organizations
2. Religious groups
3. Ku Klux Klan
4. The W. C. T. U.
5. Women's Clubs
6. Bar Associations
7. Chamber of Commerce
8. The Press
9. Politicians
10. Business
11. Radio
12. Labor
13. Methods of control short of dismissal
14. Favoritism
15. Students
16. Parents
17. Donors

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36. Beale, p. 531.

37. Beale, p. 523-620.

- 18. Other teachers
- 19. Supervisors
- 20. Principals
- 21. School Boards
- 22. Superintendents



### Summary

1. According to the replies of the 388 respondents, the order of the pressure groups relative to the degree of pressure which they exert upon teachers is as follows:

- a. School administrator
- b. Parents
- c. School board members
- d. Students
- e. Other teachers
- f. Business Men
- g. Churches
- h. Parent-Teachers Association
- i. Women's Clubs
- j. Politicians
- k. American Legion and D. A. R.
- l. Service Clubs (Kiwanis, Etc.)
- m. Lodges
- n. The Ku Klux Klan

2. Respondents indicate that all of the 14 sources considered exert pressure in various degrees upon teachers in Montana. The percentage believing that no pressure is exerted upon teachers varies from 6 per cent for parents to 87 per cent for the Ku Klux Klan.

3. Other sources which exert pressure upon teachers that were mentioned by Montana educators follow: (These are not listed in any order of importance.)

- a. Farmer's Union
- b. Community Club
- c. Public opinion
- d. Tradition
- e. Bridge Club
- f. Athletic fans
- g. Corporations
- h. Chamber of Commerce
- i. Press
- j. State Government
- k. Y. M. C. A.
- l. Big Tax-payer

4. The responses of the 8 comparison groups show a close agreement on

the degrees of pressure exerted upon teachers by the sources considered in this chapter, with one exception. The rural teachers indicate less pressure exerted by several of the sources than do the city teachers, especially those sources of pressure which are sparse in the country, such as: churches, service clubs, other teachers, and the like.

5. School board rules, contracts, and responses of Montana educators indicate that there are schools in the state which have regulations that considerably limit the teacher's personal and academic freedom.

**CHAPTER VII****GENERAL SUMMARY AND CONCLUSIONS****GENERAL SUMMARY**

1. Respondents indicate the following relative to the use of tobacco and liquor by teachers:

- a. Teachers are restricted more in public than in private.
- b. Teachers are more limited in the use of liquor than in the use of tobacco.
- c. Women teachers are not as free as men teachers to use either tobacco or liquor without drawing public criticism.

2. In general the replies of Montana educators indicate that teachers may not do the following without endangering their positions by criticism:

- a. Frequently visit beer parlors.
- b. Dance in public places where beer is sold.
- c. Gamble
- d. Fail to give financial support to "worthy causes."
- e. Decline to take part in community activities.
- f. Dress in an unconventional manner.
- g. Use excessive amount of "make-up" and cosmetics.
- h. Become the subject of unproved charges of immorality.
- i. Join a labor union.
- j. Campaign for a political party.

3. In general the educators reporting indicate that teachers may do the following and hold their positions:

- a. Dance at "respectable" dances.

- b. Attend theater and other amusements on school nights.
- c. Play cards either in public or private (not gambling).
- d. Fail to attend or take an active part in church work.
- e. Purchase clothing and other supplies in another city.
- f. Keep company with opposite sex.
- g. Board where teacher desires.
- h. Room at hotel.
- i. Read magazines, pamphlets, and books of own choosing.

4. The replies of the respondents were about evenly divided as to whether a teacher could do, or could not do, the following and hold his position without criticism:

- a. Spend numerous week ends in other communities.
- b. Run for public office.

5. Montana educators indicate that the popularity of a teacher is important in holding a position, but not as important as his being a good teacher.

6. According to respondents, the 9 factors considered in this study which may influence teacher conduct may be placed in the following order relative to the extent of their influence: (The replies in general indicate that the influence is slightly less outside of school than in school.)

- a. Personal and professional pride.
- b. Desire to hold respect of students.
- c. Public's idea of a "teacher."
- d. Fear of ill-feeling of the public.
- e. Fear of displeasure of parents.
- f. Fear of displeasure of school board.

- g. Fear of displeasure of administrator.
- h. Fear of displeasure of other teachers.
- i. Fear of ill-feeling of religious groups.

7. Responses show that teacher conduct may be influenced by all of the items listed. The percentage of respondents believing teachers are influenced in their conduct by these factors varies from 5 per cent because of fear of ill-feeling of religious groups, to 82 per cent because of personal and professional pride. The percentage believing teachers are not influenced in their conduct by such factors varies from 3 per cent because of personal and professional pride, to 55 per cent because of fear of ill-feeling of religious groups.

8. The replies of the respondents reveal that teachers are not entirely satisfied with the manner in which they live and act in the teaching profession.

9. The responses of Montana educators relative to the handicap of certain applicants in securing a position in the schools of the state in general indicate:

a. That the following are seriously handicapped:

- (1) Married woman (less handicapped if husband is not working.)
- (2) Teacher over 50 years of age.
- (3) A socialist or a communist.
- (4) An Atheist.
- (5) Teacher with eccentricities (speech, manner, or dress.)

b. That the following are somewhat handicapped:

- (1) Divorced woman.

- (2) Teacher with no experience.
- (3) Resident of another state.
- (4) Jew.
- (5) Teacher with physical defects not hampering efficient work.

c. That the following are handicapped little, if at all:

- (1) Widow with children.
- (2) Divorced man.
- (3) Teacher less than 25 years of age.
- (4) Resident of another town.
- (5) Resident of home town.
- (6) Person with a foreign name.
- (7) Roman Catholic.
- (8) Protestant.

10. The 388 respondents indicate that the order of frequency with which suggestions of teachers receive careful consideration in school matters is as follows:

- a. General classroom procedure.
- b. Classroom activities.
- c. Methods of instruction.
- d. Planning and preparing school programs.
- e. Determination of subject matter content.
- f. Choice of supplementary material.
- g. "Extra-curricular" activities.
- h. Choice of textbooks.
- i. Introduction of new theories of education.

**j. Difference of opinion with administrator or supervisor in school matters.**

11. In not one of the 10 school matters listed do respondents believe the suggestions of teachers receive careful consideration "at all times." The per cent of replies which indicate that teacher suggestions receive care in consideration "at all times" varies from 75 per cent concerning general classroom procedure to only 35 per cent concerning differences of opinion with administrator or supervisor on school matters. The per cent of responses which show that the suggestions of teachers are "never" given careful consideration varies from 1 per cent on methods of instruction to 6 per cent on difference of opinion with administrator or supervisor on school matters.

12. According to the responses of Montana educators, the order of the factors considered in this study which influence teachers in the discussion of controversial issues relative to their extent of influence is as follows: (Responses show slightly less influence outside of class than in class.)

- a. Belief in "leaving well-enough alone."
- b. Belief that teacher should avoid such subjects.
- c. Fear of bringing unfavorable publicity to school.
- d. Fear of displeasure of parents.
- e. Fear of public opinion.
- f. Lack of interest in such subjects.
- g. Fear of displeasure of school board.
- h. Fear of displeasure of religious groups.
- i. Fear of displeasure of school administrator.
- j. Feeling of futility of not conforming.

k. Fear of displeasure of political groups.

l. Fear of displeasure of other teachers.

13. The respondents seem to indicate that teachers may refrain from discussing controversial subjects because of any one of the factors considered. The per cent believing teachers are "usually" influenced by such factors varies from 5 per cent because of fear of displeasure of political groups, to 23 per cent because of a belief in "leaving well-enough alone." The per cent believing teachers "never" refrain from such discussion because of these factors varies from 22 per cent because of a belief in "leaving well-enough alone" to 58 per cent because of fear of displeasure of other teachers.

14. Montana is one of twenty-three states and the District of Columbia which requires an oath of teachers. The Montana law was passed in 1931. Teachers in the public schools and state educational institutions are required to take the oath.

15. According to the replies of the 388 respondents, the order of the pressure groups considered in this study relative to the degree of pressure which they exert upon teachers is as follows:

- a. School administrator.
- b. Parents.
- c. School board members.
- d. Students.
- e. Other teachers.
- f. Business Men.
- g. Churches.
- h. Parent-Teachers Association.



- i. Women's Clubs
- j. Politicians
- k. American Legion and D. A. R.
- l. Service Clubs (Kiwanis, etc.)
- m. Lodges
- n. The Ku Klux Klan

16. Respondents indicate that all of the 14 sources considered exert pressure in various degrees upon teachers in Montana. The percentage believing that no pressure is exerted upon teachers varies from 6 per cent for parents to 87 per cent for the Ku Klux Klan.

17. School board rules, application blanks, contracts, and responses of Montana educators indicate that there are schools in the state which have regulations that limit to a considerable extent the teachers' personal and academic freedom.

18. A number of writers in the field (Beale, Cooke, Minehan, Anderson, Ewing, and others) are of the opinion that teachers are restricted in their personal and academic freedom, the extent of restriction varying considerably from one section of the country to another.

19. In general the responses of the 8 comparison groups in this study, show only small variations -- with one group perhaps showing less freedom on one item than its comparable group, but more freedom on the next point. None of the groups shows either more or less freedom than any other comparable group for even an entire chapter.

## CONCLUSIONS

1. This study indicates that Montana public school teachers are restricted to some extent in their personal and academic freedom, the degree apparently varying from one community to another.

2. It appears that Montana teachers are expected to hold to a standard of conduct above that of the community as a whole.

3. This study indicates that although Montana teachers are not entirely satisfied with the way they live and act in the teaching profession, they are influenced in their manner of conduct chiefly by their personal and professional pride rather than by fear of some outside pressure.

4. It is evident that other factors in addition to the training and capacity of the teacher are generally considered in the selection of Montana teachers; and that such factors as: marital status, age, lack of experience, residence, nationality, religion, political party, physical defects, and eccentricities often handicap teachers in securing positions in the public schools of the state.

5. It appears that the suggestions of Montana teachers have considerable weight in regard to general classroom procedure and activities, but their suggestions on school matters in general are given careful consideration only frequently.

6. This study indicates that if a teacher in the public schools of the state refrains from discussing controversial subjects either in or outside of the classroom, the reason is probably as much because of the teacher's own lack of interest or knowledge of the subject, or his own personal belief or prejudice, as because of the influence of pressure from some agency.

7. It appears that Montana teachers are subject to considerable pressure from a number of sources both in and outside the school, but chiefly from those connected directly with the school -- the school administrator, parents, school board members, students, and other teachers.

8. It is evident that there are public schools in the state, although definitely in the minority, that attempt to restrict the teacher's freedom to a considerable extent by administrative or school board rules which vary all the way from an "unwritten" policy to actual inclusion in the teacher's contract.

9. In general the amount of restriction placed upon the freedom of Montana public school teachers appears to be about the same in the rural communities as in the urban centers, and about the same in small cities as in large cities.

10. For the most part the responses of the men agree quite closely with those of the women; and the responses of the teachers, principals, and administrators generally show close agreement concerning the amount of restriction placed upon the freedom of teachers in the state.

11. It seems evident from the study that teachers and administrators themselves believe in freedom for teachers, but with certain limits.

12. Comments of respondents indicate that a number of Montana teachers and administrators have not given much consideration to the study of personal and academic freedom of teachers.

13. Although the study indicates that teachers in the public schools of the state are limited to some extent in their personal and academic freedom, it appears that such limits are not unreasonable if compared to the amount of freedom given teachers elsewhere in the United States. That

is, in general, Montana public school teachers appear to have as much or more freedom than teachers in other parts of the country.

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58. Young, Otis E., "Problems In The Hiring Of Local Teachers," American School Board Journal, Vol. 93, November, 1936, p. 32.
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APPENDIX

## APPENDIX A

Lewistown, Montana  
April 10, 1937

It is necessary to ask your help in gathering material for a study dealing with the restrictions on, and the freedom of teachers in the public schools of Montana.

Will you please send me the following material before the close of the school year, if possible:

1. A copy of the teacher's contract used in your system (together with supplementary regulations if any accompany the contract).
2. An application blank which teachers are required to fill out to secure a position.
3. Regulations adopted by the school board (if these are in printed form or easily obtainable).
4. Rules set up by school administrator, principal, or superintendent. (If these are not in printed form, will you please list the major ones briefly.)
5. Any other material you think appropriate for this subject.

Enclosed is a stamped, self-addressed envelop for your convenience in replying. The identity of the administrator and school system will be held in absolute confidence.

Thank you for your cooperation in making this study possible.

Sincerely,

G. E. Robertson, Principal  
Lewistown Junior High School

Enc.

## APPENDIX B

Lewistown, Montana  
October 1, 1937

Enclosed you will find a questionnaire dealing with the "Freedom of Montana Public School Teachers." Freedom of teachers is a question which all of us have discussed or considered among ourselves, and one which of late has received national attention and publicity. Information on this subject for Montana gathered from a representative group of the thinking school people of the state should be of vital interest to everyone of us in the profession.

Naturally I wish to make this study as complete and worthwhile as possible. Since circumstances do not permit a personal interview, I must resort to the use of a questionnaire. Will you accommodate me by giving a few minutes of your time to the answering of the questions listed? Any comments you wish to make will be most welcome.

This information is being gathered for use in a Master's thesis. Your identity and that of your school system will be held in strict confidence.

I have been promised the cooperation of the Montana Education Association in allowing me to offer a summary of the results to MONTANA EDUCATION for publication. Thus you will have direct access to the report which your answers and comments will have helped to make possible.

May I have the answered questionnaire returned by November 15, if possible? A stamped, self-addressed envelop is enclosed for your convenience.

The success of this study must depend almost entirely upon the generous assistance of the group of school people to whom I am sending this questionnaire. I assure you I shall more than appreciate your help with this problem, and, if in the future I can do you a similar service, I shall be very glad to do so.

Sincerely yours

G. E. Robertson

GER  
Encs.

## APPENDIX C

## FREEDOM OF MONTANA PUBLIC SCHOOL TEACHERS

The answers to this questionnaire are sought for use in a thesis. Here, "freedom" means the right of a teacher to act on own initiative (at work, in private, or in public) without restraint or interference, to the same degree as any other member of the community. The identity of the teacher, administrator, or school system is not desired, and, if revealed, will be held in absolute confidence. It is not assumed that all questions will fall within the personal experience of any one teacher or administrator. However, each person who fills out the questionnaire is requested to answer all questions on the basis of what he thinks would be the practice of the school or school system if the issue did arise. To more nearly portray conditions as they exist in your school or school system, you are encouraged to qualify or to elaborate upon any of your answers, or to make further comment on any of the questions in the margin and on the back of this questionnaire. Any additional information or material that you may wish to add will be accepted with appreciation.

G. E. Robertson, Lewistown, Montana

I. General Information: -

1. Positions: Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_ Principal \_\_\_\_\_ Superintendent \_\_\_\_\_.  
 2. Man \_\_\_\_\_ Woman \_\_\_\_\_. 3. Approximate size of city or town \_\_\_\_\_. 4. If one or two-room rural school (check) \_\_\_\_\_.

II. Personal Conducts: - Can a teacher in your school or school system be known, by school authorities and patrons, to do or to be the following and hold his position. (Please check under appropriate column head.)

	Yes	Yes, With Criticism	Doubt- ful	No
1. Smoke in public if a man _____				
2. Smoke in public if a woman _____				
3. Smoke in private if a man _____				
4. Smoke in private if a woman _____				
5. Drink in public if a man _____				
6. Drink in public if a woman _____				
7. Drink in private if a man _____				
8. Drink in private if a woman _____				
9. Frequently visit beer parlors _____				
10. Dance at "respectable" dances _____				
11. Dance in public places where beer is sold _____				
12. Attend theater and other amusements on school nights _____				
13. Play cards in private - (Not gambling) _____				
14. Play cards in public - (Not gambling) _____				
15. Gamble _____				

	Yes	Yes, With Criticism	Doubt- ful	No
16. Become the subject of unproved charges of immorality -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Fail to attend or take an active part in church work -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Fail to give financial support to "worthy causes" -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Decline to take part in community activities -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Spend numerous week ends in other communities -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Purchase clothing and other supplies in another city -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Dress in an unconventional manner -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Keep company with opposite sex -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Use excessive amount of "make-up" and cosmetics -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Board where teacher desires -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Room at Hotel -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Join a labor union -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Run for public office -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Campaign for a political party -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Read magazines, pamphlets, and books of own choosing -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Be a poor teacher, but popular outside of school -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Be a good teacher, but unpopular outside of school -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Handicapping Circumstances: - To what extent would the following be handicapped in securing a position in your school or school system:  
(Check under proper column head).

	Seriously	Somewhat	Not at all
1. Married woman - Husband working -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Married woman - Husband not working -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Widow with children -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Divorced woman -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Divorced man -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teacher less than 25 years of age -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher over 50 years of age -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teacher with no experience -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Resident of another town -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Resident of home town -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Resident of another state -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jew -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Person with a foreign name -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. A Socialist or a Communist -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Atheist -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Roman Catholic -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Protestant -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Teacher with physical defects not hampering efficient work -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Teacher with eccentricities - (Speech, manner, or dress) -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Others (name) -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV. Instructional and Educational Procedures:** - Are the suggestions of teachers in your school or school system given careful consideration in such matters as: - (Check in the column which answers as nearly as possible the situation in your school.)

	At All Times	Frequently	Seldom	Never
1. Choice of textbooks -----				
2. Choice of supplementary material -----				
3. Determination of subject matter content -----				
4. Methods of instruction -----				
5. General classroom procedure -----				
6. Classroom activities -----				
7. "Extra curricular" activities -----				
8. Introduction of new theories of education -----				
9. Planning and preparing school programs -----				
10. Differences of opinion with administrator or supervisor concerning matters of educational procedure or school policy -----				

**V. Source of Pressure:** - Check each group under the column head which best portrays the degree of direct or indirect pressure which it exerts upon teachers in your community, thereby hampering or influencing their actions.

	Extreme	Considerable	Little	None
1. Students -----				
2. Other teachers -----				
3. School administrator -----				
4. School board members -----				
5. Parents -----				
6. Business men -----				
7. Politicians -----				
8. Churches -----				
9. Women's Clubs -----				
10. Lodges -----				
11. Service clubs (Kiwanis, Etc.) -----				
12. American Legion and D. A. R. -----				
13. The Ku Klux Klan -----				
14. Parent-Teachers Association -----				
15. Others (name) -----				

**VI. Controversial Subjects:** - Do teachers in your school or school system refrain from the discussion of controversial subjects, in class or outside of class, because of: - (Check under appropriate column head each of the two sections - "In Class" and "Outside of Class")

	In Class			Outside of Class		
	Usually	Sometimes	Never	Usually	Sometimes	Never
1. Fear of displeasure of school administrator -----						
2. Fear of displeasure of other teachers -----						
3. Fear of displeasure of school board -----						
4. Fear of displeasure of parents -----						

	In Class			Outside of Class		
	Usual-ly	Some-times	Never	Usual-ly	Some-times	Never
5. Fear of public opinion -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Fear of bringing unfavorable pub- licity to school -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fear of displeasure of religious groups -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fear of displeasure of political groups -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Feeling of futility of not conforming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Belief that teacher should avoid such subjects -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Lack of interest in such subjects ---	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Belief in "leaving well-enough alone"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Others (name) -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII. Manner of Work and Livings - A. How much are you influenced to dress, speak, and conduct yourself as you do in school and outside of school because of: - (Check properly each of the two sections - "In School" and "Outside of School"). (In answering, if administrator, give your opinion as to how much your teachers are influenced by the following).

	In School			Outside of School		
	Great-ly	Little	Not at All	Great-ly	Little	Not at All
1. Fear of displeasure of administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Fear of displeasure of other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fear of displeasure of school board -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Desire to hold respect of students ---	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Fear of displeasure of parents -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Fear of ill-feeling of the public ---	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fear of ill-feeling of religious groups -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Public's idea of a "Teacher" -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Personal and professional pride -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Others (name) -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Keeping in mind the way you live and act in the teaching profession, please check the following in appropriate column.

	Often	Sometimes	Never
1. Do you have a desire to do differently -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have a feeling of futility of doing other- wise -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have feeling you would do differently in another occupation -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## APPENDIX D

November 15, 1937

Dear Fellow Educators:

Have you overlooked the questionnaire mailed to you October 1st dealing with the "Freedom of Montana Public School Teachers"?

I am sure you will want your answers included with the answers of the large number of school people who have already cooperated in this study.

May I have your answered questionnaire in the very near future?

Thank you kindly.

Sincerely yours,

G. E. Robertson, Principal  
Lewistown Junior High School

## APPENDIX E

## APPENDIX TABLE I

REPLIES OF THE EIGHT COMPARISON GROUPS TO THE QUESTIONS ON PERSONAL CONDUCT OF TEACHERS AS PRESENTED IN THE QUESTIONNAIRE\*

Can a teacher in your school or school system be known, by school authorities and patrons, to do or to be the following and hold his position?					
Per Cent of Those Reporting					
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
<b>Smoke in public if a man</b>					
Men -----	65.6	22.8	5.8	5.8	
Women -----	61.8	15.1	7.0	6.5	9.6
Educators from Cities Over 5000 -----	68.0	19.6	8.2	2.1	2.1
Educators from Cities Under 5000 -----	62.3	22.6	5.5	7.5	2.1
Administrators -----	67.	21.	5.	7.	
Principals -----	65.2	26.1		8.7	
City Teachers -----	62.4	21.4	8.1	4.6	3.5
Rural Teachers -----	62.	9.8	6.5	7.6	14.1
<b>Smoke in public if a woman</b>					
Men -----	3.7	9.	30.2	53.9	3.2
Women -----	2.1	10.5	12.5	73.4	1.5
Educators from Cities Over 5000 -----	3.1	9.3	28.9	56.6	2.1
Educators from Cities Under 5000 -----	2.5	9.6	22.6	64.8	.5
Administrators -----	2.	7.	31.	60.	
Principals -----	4.3	17.4	34.8	43.5	
City Teachers -----	2.9	9.8	19.7	65.9	1.7
Rural Teachers -----	3.3	10.9	9.8	69.5	6.5
<b>Smoke in private if a man</b>					
Men -----	85.7	6.9	2.6		4.8
Women -----	77.9	5.5	3.5	1.5	11.6
Educators from Cities Over 5000 -----	83.5	4.1	2.1		10.3
Educators from Cities Under 5000 -----	85.9	7.1	2.5		4.5
Administrators -----	88.	8.	1.		3.
Principals -----	78.3	4.3			17.4
City Teachers -----	84.4	5.2	3.5		6.9
Rural Teachers -----	70.7	6.5	5.4	3.3	14.1
<b>Smoke in private if a woman</b>					
Men -----	31.2	27.	20.1	18.	3.7
Women -----	26.6	20.6	18.1	32.2	2.5
Educators from Cities Over 5000 -----	48.5	22.7	13.4	14.4	1.
Educators from Cities Under 5000 -----	26.1	28.1	19.1	24.6	2.1
Administrators -----	28.	34.	19.	18.	1.
Principals -----	43.5	21.7	13.1	21.7	
City Teachers -----	35.3	22.5	16.8	23.1	2.3
Rural Teachers -----	14.1	15.2	25.	38.1	7.6

\* See Appendix Table VII, Page 175 for number in each group.

Appendix Table I Continued --

	Per Cent of Those Reporting				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
<b>Drink in public if a man</b>					
Men -----	4.6	11.6	16.4	66.1	1.1
Women -----	4.5	7.5	13.1	64.3	10.6
Educators from Cities Over 5000 -----	4.1	5.2	20.6	64.9	5.2
Educators from Cities Under 5000 -----	4.	9.	15.1	68.9	3.
Administrators -----	5.	10.	18.	66.	1.
Principals -----	13.1	8.7	17.4	52.2	8.6
City Teachers -----	2.3	6.4	16.2	70.5	4.6
Rural Teachers -----	6.5	15.2	7.6	57.6	13.1
<b>Drink in public if a woman</b>					
Men -----	2.6	4.2	11.7	78.3	3.2
Women -----	2.1	3.	6.	82.9	6.
Educators from Cities Over 5000 -----	4.1	3.1	10.3	76.3	6.2
Educators from Cities Under 5000 -----	2.	2.5	9.6	83.9	2.
Administrators -----	1.	5.	14.	80.	
Principals -----	4.3	8.7	13.1	69.6	4.3
City Teachers -----	3.5	.6	6.9	83.8	5.2
Rural Teachers -----	1.1	6.5	5.4	78.3	8.7
<b>Drink in private if a man</b>					
Men -----	29.1	20.6	22.8	26.4	1.1
Women -----	20.1	12.1	24.1	29.7	14.
Educators from Cities Over 5000 -----	23.7	15.5	29.9	23.7	7.2
Educators from Cities Under 5000 -----	26.6	18.6	24.1	26.6	4.1
Administrators -----	29.	20.	20.	29.	2.
Principals -----	26.1	21.7	30.5	17.4	4.3
City Teachers -----	23.7	15.6	28.9	24.8	7.
Rural Teachers -----	20.7	11.9	15.2	35.9	16.5
<b>Drink in private if a woman</b>					
Men -----	13.2	14.3	32.8	37.6	2.1
Women -----	7.5	11.1	26.6	50.8	4.
Educators from Cities Over 5000 -----	11.3	12.4	39.2	34.	3.1
Educators from Cities Under 5000 -----	11.5	13.1	30.7	42.7	2.
Administrators -----	13.	17.	33.	37.	
Principals -----	21.7	8.7	30.5	34.8	4.3
City Teachers -----	9.2	11.	34.1	42.2	3.5
Rural Teachers -----	6.5	12.	17.4	58.7	5.4
<b>Frequently visit beer parlors</b>					
Men -----	6.3	15.9	24.9	51.3	1.6
Women -----	5.5	11.6	18.1	64.3	3.5
Educators from Cities Over 5000 -----	6.2	4.1	15.5	70.1	4.1
Educators from Cities Under 5000 -----	5.5	16.1	21.1	55.3	2.
Administrators -----	6.	15.	24.	53.	2.
Principals -----	8.7	8.7	21.7	60.9	
City Teachers -----	5.2	10.9	16.2	64.2	3.5
Rural Teachers -----	6.5	18.5	21.7	51.1	2.2

Appendix Table I Continued --

	Per Cent of Those Reporting				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
<b>Dance at "respectable" dances</b>					
Men -----	95.2	2.6		1.1	1.1
Women -----	91.	5.5	1.5	1.	1.
Educators from Cities Over 5000 -----	91.7	3.1	2.1	1.	2.1
Educators from Cities Under 5000 -----	94.	4.5		.5	1.
Administrators -----	97.	1.		1.	1.
Principals -----	95.7				4.3
City Teachers -----	90.8	6.4	1.1	.6	1.1
Rural Teachers -----	92.4	4.3	1.1	2.2	
<b>Dance in public places where beer is sold</b>					
Men -----	22.2	31.8	25.5	20.1	2.6
Women -----	25.1	20.1	21.1	29.2	4.5
Educators from Cities Over 5000 -----	6.2	28.9	21.7	36.1	5.1
Educators from Cities Under 5000 -----	26.6	27.6	20.1	22.6	5.1
Administrators -----	24.	29.	26.	19.	2.
Principals -----	17.4	30.5	21.7	26.1	4.3
City Teachers -----	19.1	27.2	17.3	31.8	4.6
Rural Teachers -----	33.7	18.5	27.1	17.4	3.3
<b>Attend theater and other amusements on school nights</b>					
Men -----	91.	7.4	1.1	.5	
Women -----	78.5	10.5	6.	3.5	1.5
Educators from Cities Over 5000 -----	96.9	2.1	1.		
Educators from Cities Under 5000 -----	88.	8.5	2.	1.	.5
Administrators -----	87.	9.	2.	1.	1.
Principals -----	100.				
City Teachers -----	91.9	5.8	1.7	.6	
Rural Teachers -----	64.1	17.4	9.8	6.5	2.2
<b>Play cards in private - (Not gambling)</b>					
Men -----	99.	.5		.5	
Women -----	98.5	.5	.5		.5
Educators from Cities Over 5000 -----	100.				
Educators from Cities Under 5000 -----	98.	.5	.5	.5	.5
Administrators -----	99.			1.	
Principals -----	100.				
City Teachers -----	98.2	.6	.6		.6
Rural Teachers -----	98.9	1.1			
<b>Play cards in public - (Not gambling)</b>					
Men -----	85.2	9.	3.7	2.1	
Women -----	86.9	4.1	3.5	4.5	1.
Educators from Cities Over 5000 -----	91.8	3.1	3.1	1.	1.
Educators from Cities Under 5000 -----	86.5	6.5	2.5	2.5	
Administrators -----	91.	6.	2.	1.	
Principals -----	82.6	8.7	8.7		
City Teachers -----	87.3	6.9	2.3	2.9	.6
Rural Teachers -----	79.4	5.4	6.5	7.6	1.1

	Per Cent of Those Reporting				
	Yes	Yes, With Criticism	Doubt- ful	No	Non-Com- mittal
<b>Gamble</b>					
Men -----	5.3	12.7	29.6	51.3	1.1
Women -----	1.5	6.5	20.6	67.3	4.1
Educators from Cities Over 5000 -----	7.2	3.1	28.9	58.7	2.1
Educators from Cities Under 5000 -----	2.5	13.1	27.1	56.3	1.
Administrators -----	4.	12.	26.	57.	1.
Principals -----	17.4	8.7	26.1	43.5	4.3
City Teachers -----	2.3	8.7	28.9	59.	1.1
Rural Teachers -----	1.1	8.7	16.3	67.4	6.5
<b>Keep company with opposite sex</b>					
Men -----	92.6	4.7	1.1	1.1	.5
Women -----	85.4	8.1	2.5	3.	1.
Educators from Cities Over 5000 -----	92.7	2.1	2.1	3.1	
Educators from Cities Under 5000 -----	92.5	6.	.5	.5	.5
Administrators -----	97.	2.			1.
Principals -----	86.9	13.1			
City Teachers -----	90.8	5.2	1.7	2.3	
Rural Teachers -----	77.2	12.	4.3	4.3	2.2
<b>Fail to attend or take an active part in church work</b>					
Men -----	76.2	13.2	3.2	6.3	1.1
Women -----	73.4	10.5	8.1	7.	1.
Educators from Cities Over 5000 -----	85.5	5.2	6.2	3.1	
Educators from Cities Under 5000 -----	71.9	16.1	3.5	7.	1.5
Administrators -----	77.	17.	2.	2.	2.
Principals -----	73.8	13.1		13.1	
City Teachers -----	76.3	9.8	6.4	6.9	.6
Rural Teachers -----	69.5	9.8	9.8	9.8	1.1
<b>Decline to take part in community activities</b>					
Men -----	26.9	41.3	17.5	13.2	1.1
Women -----	27.6	36.7	13.6	19.6	2.5
Educators from Cities Over 5000 -----	42.3	42.3	9.2	6.2	
Educators from Cities Under 5000 -----	24.1	40.2	17.6	16.1	2.
Administrators -----	25.	47.	16.	11.	1.
Principals -----	39.1	39.1	8.7	13.1	
City Teachers -----	31.8	37.6	15.	13.9	1.7
Rural Teachers -----	18.5	32.6	17.4	28.2	3.3
<b>Spend numerous week ends in other communities</b>					
Men -----	40.2	37.1	11.1	11.1	.5
Women -----	54.8	22.1	12.1	7.5	3.5
Educators from Cities Over 5000 -----	54.7	26.8	11.3	6.2	1.
Educators from Cities Under 5000 -----	40.7	34.7	11.5	11.1	2.
Administrators -----	31.	45.	15.	8.	1.
Principals -----	52.2	30.4	4.3	13.1	
City Teachers -----	52.6	24.9	10.4	9.8	2.3
Rural Teachers -----	55.4	20.7	11.9	8.7	3.3

Fail to give financial support to "worthy causes"	Per Cent of Those Reporting				
	Yes	Yes, With Criticism	Doubt- ful	No	Non-Com- mittal
<b>Men</b> -----	33.3	47.6	9.5	8.5	1.1
<b>Women</b> -----	36.7	35.2	13.1	15.	
<b>Educators from Cities Over 5000</b> -----	35.	42.3	12.4	10.3	
<b>Educators from Cities Under 5000</b> -----	29.2	50.3	9.5	10.	1.
<b>Administrators</b> -----	34.	55.	6.	4.	1.
<b>Principals</b> -----	43.5	47.9	4.3	4.3	
<b>City Teachers</b> -----	27.7	43.4	13.9	14.4	.6
<b>Rural Teachers</b> -----	47.8	20.7	14.1	17.4	
<b>Purchase clothing and other supplies in another city</b>					
<b>Men</b> -----	59.3	32.3	5.3	2.6	.5
<b>Women</b> -----	66.9	22.6	3.	7.	1.5
<b>Educators from Cities Over 5000</b> -----	54.6	35.	5.2	5.2	
<b>Educators from Cities Under 5000</b> -----	60.3	32.7	4.	3.	
<b>Administrators</b> -----	60.	33.	5.	2.	
<b>Principals</b> -----	52.2	43.5		4.3	
<b>City Teachers</b> -----	58.4	32.4	4.6	4.6	
<b>Rural Teachers</b> -----	76.	7.6	3.3	8.7	4.4
<b>Join a labor union</b>					
<b>Men</b> -----	43.4	7.9	26.5	6.9	15.3
<b>Women</b> -----	30.2	5.	34.7	15.6	14.6
<b>Educators from Cities Over 5000</b> -----	30.9	6.2	40.3	11.3	11.3
<b>Educators from Cities Under 5000</b> -----	36.3	7.5	29.7	10.5	16.
<b>Administrators</b> -----	45.	11.	23.	4.	17.
<b>Principals</b> -----	52.1		21.7	13.1	13.1
<b>City Teachers</b> -----	26.	5.8	40.4	14.5	13.3
<b>Rural Teachers</b> -----	43.5	4.3	22.8	13.1	16.3
<b>Run for public office</b>					
<b>Men</b> -----	47.1	11.7	17.5	14.8	8.9
<b>Women</b> -----	49.8	8.5	15.6	18.1	8.
<b>Educators from Cities Over 5000</b> -----	48.4	7.2	21.7	15.5	7.2
<b>Educators from Cities Under 5000</b> -----	46.2	11.1	16.1	18.1	8.5
<b>Administrators</b> -----	51.	12.	13.	17.	7.
<b>Principals</b> -----	65.2	13.1	17.4		4.3
<b>City Teachers</b> -----	42.2	8.1	20.6	19.7	9.2
<b>Rural Teachers</b> -----	55.3	10.9	11.9	14.1	9.8
<b>Campaign for a political party</b>					
<b>Men</b> -----	25.4	22.8	27.5	19.6	4.7
<b>Women</b> -----	29.2	18.6	23.1	21.5	7.6
<b>Educators from Cities Over 5000</b> -----	29.9	19.7	27.8	14.4	8.2
<b>Educators from Cities Under 5000</b> -----	23.1	23.1	26.7	23.1	4.
<b>Administrators</b> -----	26.	24.	26.	22.	2.
<b>Principals</b> -----	30.4	34.8	13.1	17.4	4.3
<b>City Teachers</b> -----	24.2	19.1	29.5	19.7	7.5
<b>Rural Teachers</b> -----	33.7	16.3	19.6	21.7	8.7

	Per Cent of Those Reporting				
	Yes	Yes, With Criticism	Doubtful	No	Non-Committal
<b>Become the subject of unproved charges of immorality</b>					
Men -----	12.7	7.9	32.8	41.8	4.8
Women -----	5.5	7.5	21.1	63.9	2.
Educators from Cities Over 5000 -----	7.2	5.2	34.	46.4	7.2
Educators from Cities Under 5000 -----	11.6	9.6	29.6	47.7	1.5
Administrators -----	11.	11.	34.	41.	3.
Principals -----	17.4		30.4	34.8	17.4
City Teachers -----	8.7	7.5	29.5	52.6	1.7
Rural Teachers -----	5.4	6.5	13.1	71.7	3.3
<b>Dress in an unconventional manner</b>					
Men -----	12.7	48.7	19.	18.	1.6
Women -----	11.1	41.7	22.6	22.6	2.
Educators from Cities Over 5000 -----	14.4	50.6	22.7	11.3	1.
Educators from Cities Under 5000 -----	10.1	48.2	19.6	20.1	2.
Administrators -----	10.	55.	14.	19.	2.
Principals -----	21.7	52.2	8.7	17.4	
City Teachers -----	10.9	45.1	26.	16.3	1.7
Rural Teachers -----	13.1	32.6	21.7	30.4	2.2
<b>Use excessive amount of "make-up" and cosmetics</b>					
Men -----	17.5	52.9	16.4	7.4	5.8
Women -----	27.6	35.2	15.6	20.1	1.5
Educators from Cities Over 5000 -----	39.2	42.2	10.3	6.2	2.1
Educators from Cities Under 5000 -----	16.6	51.3	17.6	10.	4.5
Administrators -----	17.	52.	20.	6.	5.
Principals -----	21.7	69.6		8.7	
City Teachers -----	28.2	43.4	14.5	10.4	3.5
Rural Teachers -----	18.5	40.2	18.5	19.5	3.3
<b>Board where teacher desires</b>					
Men -----	86.8	9.	.5	3.7	
Women -----	85.5	3.5	2.5	6.5	2.
Educators from Cities Over 5000 -----	95.9	4.1			
Educators from Cities Under 5000 -----	86.	7.5	1.	5.5	
Administrators -----	88.	10.		2.	
Principals -----	95.7	4.3			
City Teachers -----	89.1	4.6	1.1	5.2	
Rural Teachers -----	76.1	5.4	4.3	9.8	4.4
<b>Room at Hotel</b>					
Men -----	78.8	6.9	5.3	5.8	3.2
Women -----	64.5	6.	8.5	10.5	10.5
Educators from Cities Over 5000 -----	94.8	2.1	1.	2.1	
Educators from Cities Under 5000 -----	71.4	8.1	8.5	8.5	3.5
Administrators -----	78.	10.	6.	3.	3.
Principals -----	82.7	4.3	4.3	8.7	
City Teachers -----	79.2	4.1	6.4	8.1	2.2
Rural Teachers -----	46.8	7.6	9.8	14.1	21.7

Read magazines, pamphlets, and books of own choosing	Per Cent of Those Reporting				
	Yes	Yes, With Criticism	Doubt- ful	No	Non-Com- mittal
Men -----	97.4	1.6		.5	.5
Women -----	92.8	1.5	2.1	1.	2.6
Educators from Cities Over 5000 -----	96.9	1.			2.1
Educators from Cities Under 5000 -----	96.5	1.	1.	.5	1.
Administrators -----	97.	2.			1.
Principals -----	100.				
City Teachers -----	96.	.6	1.1	.6	1.7
Rural Teachers -----	90.1	3.3	2.2	2.2	2.2
Be a poor teacher, but popular outside of school					
Men -----	27.5	10.6	30.2	30.2	1.6
Women -----	26.5	9.6	29.2	32.2	2.5
Educators from Cities Over 5000 -----	24.7	7.2	38.3	27.8	2.
Educators from Cities Under 5000 -----	29.6	11.5	30.7	26.7	1.5
Administrators -----	21.	10.	35.	32.	2.
Principals -----	43.5	8.7	26.1	21.7	
City Teachers -----	30.1	10.4	32.9	24.9	1.7
Rural Teachers -----	23.9	9.8	18.5	44.5	3.3
Be a good teacher, but unpopular out- side of school					
Men -----	50.8	23.3	18.5	6.9	.5
Women -----	44.7	19.1	23.6	10.5	2.1
Educators from Cities Over 5000 -----	54.6	23.9	17.5	3.1	1.
Educators from Cities Under 5000 -----	47.7	23.1	19.6	9.1	.5
Administrators -----	50.	24.	21.	4.	1.
Principals -----	56.4	17.4	13.1	13.1	
City Teachers -----	49.1	23.7	18.5	8.1	.6
Rural Teachers -----	40.2	14.1	28.3	14.1	3.3



APPENDIX TABLE II

REPLIES OF THE EIGHT COMPARISON GROUPS TO THE QUESTIONS PERTAINING TO FACTORS INFLUENCING THE CONDUCT OF TEACHERS AS PRESENTED IN THE QUESTIONNAIRE.

How much are you influenced to dress, speak, and conduct yourself as you do in school and outside of school because of:

	Per Cent of Those Reporting							
	In School				Outside of School			
	Great-ly	Lit-tle	Not at All	Non-com-mit-tal	Great-ly	Lit-tle	Not at All	Non-com-mit-tal
<b>Personal and Professional Pride</b>								
Men -----	74.1	15.3	4.3	6.3	64.6	20.1	5.8	9.5
Women -----	90.	5.5	2.5	2.	77.4	10.6	4.	8.
Educators from Cities Over 5000-----	82.4	9.3	5.2	5.1	74.2	9.3	5.2	11.3
Educators from Cities Under 5000-----	79.9	13.6	3.5	3.	68.4	21.1	4.5	6.
Administrators -----	68.	18.	6.	8.	61.	23.	6.	10.
Principals -----	69.6	26.1	4.3		65.2	21.8	8.7	4.3
City Teachers -----	89.6	7.	1.7	1.7	76.3	13.2	3.5	7.
Rural Teachers -----	86.9	4.4	3.2	5.5	73.9	8.7	5.4	12.
<b>Desire to hold respect of students</b>								
Men -----	68.8	20.1	4.8	6.3	53.4	31.8	5.8	9.
Women -----	81.9	10.1	5.5	2.5	70.4	14.1	8.	7.5
Educators from Cities Over 5000-----	68.	16.5	10.3	5.2	56.7	19.6	13.4	10.3
Educators from Cities Under 5000-----	76.4	17.6	2.5	3.5	61.8	28.7	4.	5.5
Administrators -----	65.	24.	3.	8.	55.	30.	6.	9.
Principals -----	78.3	13.	8.7		65.2	30.5	4.3	
City Teachers -----	78.	13.9	5.8	2.3	62.4	22.5	8.1	7.
Rural Teachers -----	81.5	7.6	5.4	5.5	68.5	13.	6.5	12.
<b>Public's idea of a "Teacher"</b>								
Men -----	29.6	45.	18.	7.4	28.1	42.9	19.6	9.4
Women -----	37.2	33.2	25.6	4.	33.7	31.2	25.6	9.5
Educators from Cities Over 5000-----	28.9	34.	30.9	6.2	26.8	23.9	32.	12.3
Educators from Cities Under 5000-----	32.7	42.7	19.6	5.	30.2	43.2	20.1	6.5
Administrators -----	51.	45.	17.	7.	27.	49.	16.	8.
Principals -----	43.5	39.1	17.4		43.5	34.8	17.4	4.3
City Teachers -----	30.1	37.	27.7	5.2	28.3	32.9	29.5	9.3
Rural Teachers -----	40.2	35.8	17.4	6.6	36.9	31.3	18.5	13.1
<b>Fear of ill-feeling of the public</b>								
Men -----	20.1	49.2	21.7	9.	24.3	40.8	23.8	11.1
Women -----	21.6	37.2	37.2	4.	19.6	32.7	38.2	9.5
Educators from Cities Over 5000-----	17.5	36.1	39.2	7.2	18.6	27.8	40.2	13.4
Educators from Cities Under 5000-----	22.1	50.3	21.6	6.	24.6	43.7	23.6	8.1
Administrators -----	21.	49.	20.	10.	26.	46.	18.	10.
Principals -----	30.4	34.8	26.1	8.7	34.8	13.	39.2	13.
City Teachers -----	19.1	45.1	31.8	4.	19.1	37.6	34.1	9.2
Rural Teachers -----	21.8	34.8	36.9	6.5	19.6	30.4	38.	12.

\* See Appendix Table VII, Page 175 for number in each group.

Appendix Table II Continued --

	Per Cent of Those Reporting							
	In School				Outside of School			
	Great-ly	Lit-tle	Not At All	Non-Com-mit-tal	Great-ly	Lit-tle	Not At All	Non-Com-mit-tal
<b>Fear of displeasure of parents</b>								
Men -----	16.9	54.	21.7	7.4	19.1	47.1	25.4	8.4
Women -----	21.1	44.2	32.2	2.5	20.1	39.2	32.7	8.
Educators from Cities Over 5000-----	16.4	43.3	35.1	5.2	16.5	38.1	35.1	10.3
Educators from Cities Under 5000-----	20.6	54.8	20.1	4.5	22.1	48.3	23.6	6.
Administrators -----	21.	53.	18.	8.	22.	49.	21.	8.
Principals -----	17.4	52.2	30.4		17.4	47.8	34.8	
City Teachers -----	18.5	49.7	28.3	3.5	19.7	42.2	30.1	8.1
Rural Teachers -----	18.5	42.4	33.6	5.5	17.4	36.9	34.8	10.9
<b>Fear of displeasure of school board</b>								
Men -----	13.2	51.3	27.	8.5	11.6	48.1	30.7	9.6
Women -----	19.1	38.7	38.7	3.5	13.6	37.2	41.2	8.
Educators from Cities Over 5000-----	13.4	39.2	40.2	7.2	8.2	38.2	43.3	10.3
Educators from Cities Under 5000-----	16.6	51.3	26.6	5.5	13.1	49.2	31.2	6.5
Administrators -----	14.	55.	20.	11.	12.	52.	25.	11.
Principals -----	17.4	43.5	39.1		13.	43.5	43.5	
City Teachers -----	16.2	43.4	36.4	4.	10.9	42.2	39.9	7.
Rural Teachers -----	18.5	36.9	39.1	5.5	16.3	32.6	39.1	12.
<b>Fear of displeasure of administrator</b>								
Men -----	14.3	42.8	30.2	12.7	7.4	40.2	40.2	12.2
Women -----	18.1	37.2	37.2	7.5	10.6	31.6	46.7	11.1
Educators from Cities Over 5000-----	20.6	38.1	36.1	5.2	15.5	32.	44.3	8.2
Educators from Cities Under 5000-----	17.1	43.2	29.6	10.1	7.	43.7	39.7	9.6
Administrators -----	12.	43.	27.	18.	6.	41.	38.	15.
Principals -----	13.	34.8	52.2		8.7	30.4	60.9	
City Teachers -----	22.5	41.6	31.8	4.1	12.1	40.5	40.5	6.9
Rural Teachers -----	9.8	34.8	40.2	15.2	6.5	22.8	51.1	19.6
<b>Fear of displeasure of other teachers</b>								
Men -----	5.3	46.	39.7	9.	2.7	38.6	48.7	10.
Women -----	6.5	22.1	62.8	8.6	4.	20.6	63.3	12.1
Educators from Cities Over 5000-----	7.2	35.1	52.5	5.2	3.1	30.9	57.8	8.2
Educators from Cities Under 5000-----	5.	41.7	46.8	6.5	2.5	36.7	53.8	7.
Administrators -----	7.	53.	30.	10.	3.	47.	40.	10.
Principals -----	8.7	34.8	56.5		4.3	34.8	60.9	
City Teachers -----	4.6	32.4	58.4	4.6	2.3	27.7	63.	7.
Rural Teachers -----	6.5	15.2	60.9	17.4	5.4	11.9	59.8	22.9

Appendix Table II Continued --

Fear of ill-feeling of religious groups	Per Cent of Those Reporting							
	In School				Outside of School			
	Great- ly	Lit- tle	Not at All	Non- Com- mit- tal	Great- ly	Lit- tle	Not at All	Non- Com- mit- tal
Men -----	5.3	37.5	46.6	10.6	3.7	38.1	46.1	12.1
Women -----	4.	26.7	63.3	6.	4.	24.1	61.3	10.6
Educators from Cities Over 5000 -----	6.2	17.5	64.9	11.4	4.1	20.6	59.8	15.5
Educators from Cities Under 5000 -----	4.	44.7	44.8	6.5	3.	43.8	44.7	8.5
Administrators -----	8.	39.	41.	12.	6.	43.	38.	13.
Principals -----	4.3	52.2	39.2	4.3	4.3	47.9	43.5	4.3
City Teachers -----	2.9	31.8	58.9	6.4	1.7	30.7	57.2	10.4
Rural Teachers -----	4.4	19.6	67.3	8.7	5.4	14.2	67.4	13.

Keeping in mind the way you live and act in the teaching profession, please check the following in appropriate column.

Do you have a desire to do differently?	Per Cent of Those Reporting			
	Often	Sometimes	Never	Non-Committal
Men -----	15.9	66.6	16.4	1.1
Women -----	21.1	55.8	21.6	1.5
Educators from Cities Over 5000 -----	16.5	59.8	21.7	2.
Educators from Cities Under 5000 -----	18.1	63.8	17.1	1.
Administrators -----	10.	69.	20.	1.
Principals -----	21.7	52.2	26.1	
City Teachers -----	21.4	50.1	16.8	1.7
Rural Teachers -----	21.7	56.5	20.7	1.1
Do you have a feeling of futility of doing otherwise				
Men -----	7.9	52.4	33.4	6.3
Women -----	19.6	47.3	25.1	8.
Educators from Cities Over 5000 -----	14.4	49.5	29.9	6.2
Educators from Cities Under 5000 -----	13.1	52.3	29.6	5.
Administrators -----	7.	52.	36.	5.
Principals -----	4.3	56.6	34.8	4.3
City Teachers -----	18.5	50.3	25.4	5.8
Rural Teachers -----	15.2	44.6	27.2	13.
Do you have feeling you would do differ- ently in another occupation				
Men -----	24.3	49.8	25.4	.5
Women -----	22.6	45.7	30.7	1.
Educators from Cities Over 5000 -----	23.7	41.3	34.	1.
Educators from Cities Under 5000 -----	21.1	53.8	24.1	1.
Administrators -----	14.	54.	31.	1.
Principals -----	39.1	39.1	21.8	
City Teachers -----	24.3	48.6	26.	1.1
Rural Teachers -----	28.3	41.3	30.4	

## APPENDIX TABLE III

REPLIES OF THE EIGHT COMPARISON GROUPS TO THE QUESTIONS RELATIVE TO CIRCUMSTANCES AFFECTING THE SELECTION AND APPOINTMENT OF TEACHERS AS PRESENTED IN THE QUESTIONNAIRE\*

To what extent would the following be handicapped in securing a position in your school or school system:

	Per Cent of Those Reporting			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
<b>Married woman -- Husband working</b>				
Men -----	87.3	7.4	4.8	.5
Women -----	71.4	19.6	9.	
Educators from Cities Over 5000 -----	92.8	6.2	1.	
Educators from Cities Under 5000 -----	85.9	10.1	5.5	.5
Administrators -----	87.	8.	5.	
Principals -----	100.			
City Teachers -----	85.	10.4	4.	.6
Rural Teachers -----	54.4	29.3	16.3	
<b>Married woman -- Husband not working</b>				
Men -----	49.2	41.3	9.	.5
Women -----	34.7	41.2	22.1	2.
Educators from Cities Over 5000 -----	52.6	34.	12.4	1.
Educators from Cities Under 5000 -----	47.2	42.7	9.6	.5
Administrators -----	51.	42.	7.	
Principals -----	60.9	39.1		
City Teachers -----	46.2	38.7	13.9	1.2
Rural Teachers -----	18.5	45.7	32.6	3.2
<b>Widow with Children</b>				
Men -----	9.5	37.1	52.4	1.
Women -----	8.	30.2	59.3	2.5
Educators from Cities Over 5000 -----	3.1	17.5	79.4	
Educators from Cities Under 5000 -----	11.1	42.2	45.2	1.5
Administrators -----	13.	35.	52.	
Principals -----	4.4	47.8	47.8	
City Teachers -----	6.3	31.8	60.1	1.8
Rural Teachers -----	9.8	31.5	54.4	4.3
<b>Divorced Woman</b>				
Men -----	15.9	42.8	38.1	3.2
Women -----	12.6	40.7	41.2	5.5
Educators from Cities Over 5000 -----	7.2	38.2	47.4	7.2
Educators from Cities Under 5000 -----	17.6	43.2	36.7	2.5
Administrators -----	19.	42.	39.	
Principals -----	21.7	21.8	47.8	8.7
City Teachers -----	10.4	44.	39.9	5.7
Rural Teachers -----	14.1	42.4	38.1	5.4

\*See Appendix Table VII, Page 175 for number in each group.

Appendix Table III Continued --

	Per Cent of Those Reporting			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
<b>Divorced men</b>				
Men -----	10.6	35.5	49.7	4.2
Women -----	10.6	31.2	50.7	7.5
Educators from Cities Over 5000 -----	5.1	32.	56.7	6.2
Educators from Cities Under 5000 -----	11.6	35.2	49.2	4.
Administrators -----	13.	35.	50.	2.
Principals -----	13.1	34.8	47.6	4.3
City Teachers -----	6.9	33.5	53.2	6.4
Rural Teachers -----	14.1	30.4	45.7	9.8
<b>Teacher less than 25 years of age</b>				
Men -----	3.2	12.7	83.1	1.
Women -----	3.	10.6	84.9	1.5
Educators from Cities Over 5000 -----	2.1	15.5	81.4	1.
Educators from Cities Under 5000 -----	4.5	10.6	83.9	1.
Administrators -----	5.	10.	84.	1.
Principals -----		8.7	91.3	
City Teachers -----	3.5	13.9	81.5	1.1
Rural Teachers -----	1.1	9.8	86.9	2.2
<b>Teacher over 50 years of age</b>				
Men -----	48.2	33.3	16.4	2.1
Women -----	44.2	35.7	17.6	2.5
Educators from Cities Over 5000 -----	51.6	27.8	17.5	3.1
Educators from Cities Under 5000 -----	48.7	33.2	15.6	2.5
Administrators -----	50.	30.	20.	
Principals -----	47.8	39.1	13.1	
City Teachers -----	49.7	31.2	14.5	4.6
Rural Teachers -----	34.8	44.6	19.5	1.1
<b>Teacher with no experience</b>				
Men -----	30.7	48.7	19.6	1.
Women -----	27.1	35.2	37.7	
Educators from Cities Over 5000 -----	35.1	39.2	24.7	1.
Educators from Cities Under 5000 -----	27.6	43.7	28.2	.5
Administrators -----	30.	48.	22.	
Principals -----	39.1	43.5	13.1	4.3
City Teachers -----	28.9	38.7	31.8	.6
Rural Teachers -----	25.	40.2	34.8	
<b>Resident of another town</b>				
Men -----	7.4	7.9	83.6	1.1
Women -----	3.5	8.	88.	.5
Educators from Cities Over 5000 -----	8.2	11.4	80.4	
Educators from Cities Under 5000 -----	6.	6.	87.5	.5
Administrators -----	7.	8.	85.	
Principals -----	4.3	17.4	78.3	
City Teachers -----	6.9	6.4	86.1	.6
Rural Teachers -----	1.1	8.7	88.	2.2

Appendix Table III Continued --

	Per Cent of Those Reporting			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
<b>Resident of Home town</b>				
Men -----	17.5	32.3	48.1	1.1
Women -----	6.5	21.6	66.9	5.
Educators from Cities Over 5000 -----	7.2	20.6	69.1	3.1
Educators from Cities Under 5000 -----	17.6	35.7	44.2	2.5
Administrators -----	23.	39.	38.	
Principals -----	8.7	34.8	56.5	
City Teachers -----	9.8	25.4	60.1	4.7
Rural Teachers -----	4.4	16.3	75.	4.3
<b>Resident of another state</b>				
Men -----	16.4	39.7	42.9	1.
Women -----	15.1	37.2	46.7	1.
Educators from Cities Over 5000 -----	8.2	32.	58.8	1.
Educators from Cities Under 5000 -----	14.6	40.2	44.2	1.
Administrators -----	19.	40.	40.	1.
Principals -----	17.4	39.1	43.5	
City Teachers -----	8.1	35.8	54.9	1.2
Rural Teachers -----	26.1	41.3	31.5	1.1
<b>Jew</b>				
Men -----	25.8	21.7	45.5	9.
Women -----	21.6	25.2	39.2	13.
Educators from Cities Over 5000 -----	10.3	18.6	55.7	15.4
Educators from Cities Under 5000 -----	28.7	23.1	38.7	9.5
Administrators -----	27.	21.	47.	5.
Principals -----	17.4	25.1	43.5	13.
City Teachers -----	20.8	21.4	42.8	15.
Rural Teachers -----	22.8	31.5	35.9	9.8
<b>Person with a foreign name</b>				
Men -----	4.2	15.9	77.7	2.2
Women -----	1.5	14.1	81.9	2.5
Educators from Cities Over 5000 -----	1.	7.2	88.7	3.1
Educators from Cities Under 5000 -----	4.5	19.1	74.9	1.5
Administrators -----	6.	17.	77.	
Principals -----		17.4	78.3	4.3
City Teachers -----	2.3	13.9	80.9	2.9
Rural Teachers -----	1.1	14.1	81.5	3.3
<b>Atheist</b>				
Men -----	55.	28.6	11.7	4.7
Women -----	51.3	21.1	18.6	9.
Educators from Cities Over 5000 -----	41.2	24.8	22.7	11.3
Educators from Cities Under 5000 -----	60.3	23.1	12.1	4.5
Administrators -----	62.	26.	10.	2.
Principals -----	43.5	39.2	8.7	8.6
City Teachers -----	50.9	20.2	19.7	9.2
Rural Teachers -----	50.	28.3	14.1	7.6

	Per Cent of Those Reporting			
	Seri- ously	Some- what	Not at All	Non-Com- mittal
<b>Roman Catholic</b>				
Men -----	10.1	23.3	63.5	3.1
Women -----	6.5	21.6	71.4	.5
Educators from Cities Over 5000 -----	5.1	15.5	75.2	4.2
Educators from Cities Under 5000 -----	12.1	22.1	64.3	1.5
Administrators -----	14.	26.	60.	
Principals -----	4.4	26.1	65.2	4.3
City Teachers -----	8.1	15.6	72.8	3.5
Rural Teachers -----	3.3	30.4	66.3	
<b>Protestant</b>				
Men -----	3.2	1.1	92.6	3.1
Women -----	1.5	4.5	88.5	5.5
Educators from Cities Over 5000 -----	2.1	1.	90.7	6.2
Educators from Cities Under 5000 -----	3.5	1.5	91.5	3.5
Administrators -----	5.		94.	1.
Principals -----			100.	
City Teachers -----	2.3	2.5	88.5	6.9
Rural Teachers -----		7.6	88.1	4.3
<b>A Socialist or a Communist</b>				
Men -----	62.5	27.6	4.8	5.2
Women -----	54.3	24.6	13.1	8.
Educators from Cities Over 5000 -----	48.5	30.9	9.3	11.3
Educators from Cities Under 5000 -----	67.9	21.6	5.5	5.
Administrators -----	70.	22.	6.	2.
Principals -----	61.	26.1	4.3	8.6
City Teachers -----	56.7	26.	7.5	9.8
Rural Teachers -----	47.8	30.5	16.3	5.4
<b>Teacher with physical defects not hampering efficient work</b>				
Men -----	10.1	64.6	22.7	2.6
Women -----	11.1	49.7	34.2	5.
Educators from Cities Over 5000 -----	9.3	53.6	32.	5.1
Educators from Cities Under 5000 -----	11.1	63.3	22.1	3.5
Administrators -----	11.	74.	14.	1.
Principals -----	8.7	56.5	30.3	4.3
City Teachers -----	10.4	52.6	31.2	5.8
Rural Teachers -----	10.9	46.7	39.1	3.3
<b>Eccentric person - (Speech, manner, or dress)</b>				
Men -----	24.3	66.7	5.3	3.7
Women -----	18.6	61.8	15.6	4.
Educators from Cities Over 5000 -----	15.5	70.1	11.3	3.1
Educators from Cities Under 5000 -----	25.6	66.9	4.	3.5
Administrators -----	34.	64.	1.	1.
Principals -----	30.6	56.5	8.7	4.3
City Teachers -----	14.5	71.7	9.2	4.6
Rural Teachers -----	18.5	52.2	23.9	5.4

APPENDIX TABLE IV

REPLIES OF THE EIGHT COMPARISON GROUPS TO THE QUESTIONS RELATIVE TO CONSIDERATION GIVEN THE SUGGESTIONS OF TEACHERS IN SCHOOL MATTERS AS PRESENTED IN THE QUESTIONNAIRE\*

Are the suggestions of teachers in your school or school system given careful consideration in such matters as:					
	Per Cent of Those Reporting				
	At All Times	Frequently	Seldom	Never	Non-Committal
<b>General classroom procedure</b>					
Men -----	75.2	20.6	3.2	.5	.5
Women -----	75.4	13.6	4.	2.	2.
Educators from Cities Over 5000 -----	68.1	22.7	7.2		2.
Educators from Cities Under 5000 -----	77.9	18.6	3.	.5	
Administrators -----	78.	21.	1.		
Principals -----	73.9	17.4	4.4	4.3	
City Teachers -----	72.8	19.7	6.3		1.2
Rural Teachers -----	77.2	14.1	1.1	4.3	3.3
<b>Classroom activities</b>					
Men -----	72.	24.3	2.1		1.6
Women -----	75.9	17.1	2.	2.5	2.5
Educators from Cities Over 5000 -----	68.	29.9	2.1		
Educators from Cities Under 5000 -----	74.9	20.6	2.5	.5	1.3
Administrators -----	75.	24.			1.
Principals -----	65.2	30.5	4.3		
City Teachers -----	72.3	22.5	3.5	.6	1.1
Rural Teachers -----	78.3	10.9	1.1	4.3	5.4
<b>Methods of instruction</b>					
Men -----	70.4	24.9	2.1	.5	2.1
Women -----	67.9	25.1	4.5	1.5	1.
Educators from Cities Over 5000 -----	58.8	33.	5.2	1.	2.
Educators from Cities Under 5000 -----	71.9	24.6	2.	.5	1.
Administrators -----	71.	28.			1.
Principals -----	69.6	26.1		4.3	
City Teachers -----	65.3	27.2	5.2	.6	1.7
Rural Teachers -----	73.9	17.4	4.3	2.2	2.2
<b>Planning and preparing school programs</b>					
Men -----	55.6	30.7	6.9	.5	6.3
Women -----	62.9	22.1	5.5	4.5	5.
Educators from Cities Over 5000 -----	49.5	29.9	12.4	2.	6.2
Educators from Cities Under 5000 -----	58.3	31.2	5.	1.	4.5
Administrators -----	65.	25.	3.		7.
Principals -----	60.9	34.8	4.3		
City Teachers -----	49.2	33.5	10.4	2.3	4.6
Rural Teachers -----	71.8	11.9	2.2	6.5	7.6

\* See Appendix Table VII, Page 175 for number in each group.



Determination of subject matter content	Per Cent of Those Reporting				
	At All Times	Frequently	Seldom	Never	Non-Committal
<b>Men</b> -----	59.3	35.3	5.8	.5	1.1
<b>Women</b> -----	57.8	27.7	7.	4.5	3.
<b>Educators from Cities Over 5000</b> -----	55.7	34.	8.3	1.	1.
<b>Educators from Cities Under 5000</b> -----	57.3	35.2	5.5	1.5	.5
<b>Administrators</b> -----	56.	41.	2.		1.
<b>Principals</b> -----	56.5	34.8	8.7		
<b>City Teachers</b> -----	57.2	31.2	8.7	2.3	.6
<b>Rural Teachers</b> -----	64.2	16.3	6.5	6.5	6.5
<b>Choice of supplementary material</b>					
<b>Men</b> -----	58.7	34.4	4.8	2.1	
<b>Women</b> -----	56.3	29.2	8.	6.5	1.
<b>Educators from Cities Over 5000</b> -----	46.4	39.2	9.3	4.1	1.
<b>Educators from Cities Under 5000</b> -----	58.3	33.7	5.5	2.5	
<b>Administrators</b> -----	67.	31.	2.		
<b>Principals</b> -----	56.5	34.8	4.4	4.3	
<b>City Teachers</b> -----	46.8	38.2	9.8	4.6	.6
<b>Rural Teachers</b> -----	67.4	19.6	5.4	6.5	1.1
<b>"Extra Curricular" activities</b>					
<b>Men</b> -----	53.5	42.9	2.6	.5	.5
<b>Women</b> -----	53.8	32.2	6.	5.	3.
<b>Educators from Cities Over 5000</b> -----	44.4	41.3	7.2	1.	3.1
<b>Educators from Cities Under 5000</b> -----	53.3	42.2	2.5	2.	
<b>Administrators</b> -----	62.	37.	1.		
<b>Principals</b> -----	43.5	52.2	4.3		
<b>City Teachers</b> -----	44.5	45.1	5.8	2.9	1.7
<b>Rural Teachers</b> -----	64.2	19.6	5.4	6.5	4.3
<b>Choice of textbooks</b>					
<b>Men</b> -----	54.	33.	6.9	2.1	1.
<b>Women</b> -----	50.3	23.6	10.6	7.5	2.
<b>Educators from Cities Over 5000</b> -----	36.1	41.3	16.5	4.1	2.
<b>Educators from Cities Under 5000</b> -----	53.3	36.7	6.	3.	1.
<b>Administrators</b> -----	61.	35.	3.		1.
<b>Principals</b> -----	47.8	31.8	13.1	4.3	
<b>City Teachers</b> -----	39.9	40.5	12.7	5.2	1.7
<b>Rural Teachers</b> -----	66.3	15.2	6.5	9.8	2.2
<b>Introduction of new theories of education</b>					
<b>Men</b> -----	48.2	35.5	13.2	.5	2.6
<b>Women</b> -----	49.7	31.2	12.1	5.	1.
<b>Educators from Cities Over 5000</b> -----	47.4	25.1	14.4	1.	2.1
<b>Educators from Cities Under 5000</b> -----	48.2	27.2	12.1	1.5	1.
<b>Administrators</b> -----	57.	33.	9.		1.
<b>Principals</b> -----	39.2	47.8	8.7		4.3
<b>City Teachers</b> -----	43.9	37.	15.6	2.9	.6
<b>Rural Teachers</b> -----	52.2	22.8	11.9	9.8	3.3

Appendix Table IV. Continued --

Differences of opinion with administrator or supervisor concerning matters of educational procedure or school policy	Per Cent of Those Reporting				
	At All Times	Frequently	Seldom	Never	Non-Committal
Men .....	36.5	33.	18.5	3.7	3.5
Women .....	33.7	30.2	15.6	9.	11.5
Educators from Cities Over 5000 .....	29.9	37.1	22.7	7.2	3.1
Educators from Cities Under 5000 .....	40.2	33.2	15.1	5.	3.5
Administrators .....	53.	31.	9.	3.	4.
Principals .....	39.2	39.1	13.1	4.3	4.3
City Teachers .....	27.2	39.3	23.1	7.5	2.9
Rural Teachers .....	29.4	21.7	15.2	8.7	25.

APPENDIX TABLE V

REPLIES OF THE EIGHT COMPARISON GROUPS TO THE QUESTIONS RELATIVE TO CERTAIN FACTORS WHICH INFLUENCE TEACHERS IN THE DISCUSSION OF CONTROVERSIAL SUBJECTS AS PRESENTED IN THE QUESTIONNAIRE\*

Do teachers in your school or school system refrain from the discussion of controversial subjects, in class or outside of class, because of:								
	Per Cent of Those Reporting							
	In Class				Outside of Class			
	Usual-ly	Some-times	Never	Non-Com-mit-tal	Usual-ly	Some-times	Never	Non-Com-mit-tal
<b>Belief in "leaving well-enough alone"</b>								
Men -----	23.8	45.	18.5	12.7	21.7	40.2	19.6	18.5
Women -----	22.6	39.7	24.6	13.1	20.1	36.7	22.3	20.6
Educators from Cities Over 5000-----	18.6	42.3	27.8	11.3	21.6	29.9	25.3	22.7
Educators from Cities Under 5000-----	24.6	42.7	19.1	13.5	21.1	42.2	20.3	16.1
Administrators -----	21.	41.	21.	17.	20.	35.	23.	22.
Principals -----	17.4	47.8	21.8	13.	17.4	39.1	17.4	26.1
City Teachers -----	24.3	42.8	22.5	10.4	22.6	39.9	22.5	15.
Rural Teachers -----	25.	41.3	20.7	13.	19.6	39.1	17.4	23.9
<b>Belief that teacher should avoid such subjects</b>								
Men -----	19.6	43.4	26.4	10.6	16.4	38.6	28.1	16.9
Women -----	22.6	39.7	28.2	9.5	18.1	34.2	30.6	17.1
Educators from Cities Over 5000-----	13.4	47.4	29.9	9.3	14.4	39.2	28.7	17.5
Educators from Cities Under 5000-----	24.1	40.7	25.5	9.6	17.6	39.2	28.6	14.6
Administrators -----	21.	38.	28.	13.	18.	31.	31.	20.
Principals -----	30.4	34.8	26.1	8.7	21.7	34.9	21.7	21.7
City Teachers -----	19.1	46.8	26.6	7.5	15.1	44.5	28.7	12.1
Rural Teachers -----	22.8	37.	28.3	11.9	19.6	27.2	31.5	21.7
<b>Fear of bringing unfavorable publicity to school</b>								
Men -----	18.5	47.1	25.9	8.5	14.3	45.5	27.	13.2
Women -----	22.6	36.7	28.7	12.	17.1	37.2	27.1	18.6
Educators from Cities Over 5000-----	22.7	48.5	19.6	9.2	21.6	45.4	18.6	14.4
Educators from Cities Under 5000-----	20.1	45.2	26.2	8.5	15.1	44.2	27.6	13.1
Administrators -----	15.	50.	25.	10.	13.	44.	27.	16.
Principals -----	39.1	34.8	17.4	8.7	26.1	34.8	21.7	17.4
City Teachers -----	21.9	45.7	24.3	8.1	18.5	46.3	23.7	11.5
Rural Teachers -----	19.6	27.2	38.	15.2	10.9	30.4	34.8	23.9
<b>Fear of displeasure of parents</b>								
Men -----	15.9	53.4	24.3	6.4	12.2	49.7	28.1	10.
Women -----	20.6	45.2	25.1	9.1	12.1	45.7	27.6	13.6
Educators from Cities Over 5000-----	18.6	46.4	26.9	8.2	13.4	45.4	27.8	12.4
Educators from Cities Under 5000-----	15.1	55.8	23.1	6.	10.1	51.8	28.6	9.5
Administrators -----	12.	54.	26.	8.	12.	43.	26.	14.
Principals -----	26.1	47.8	17.4	8.7	21.8	52.2	21.7	4.5
City Teachers -----	17.3	52.6	24.3	5.8	9.3	50.9	30.6	9.2
Rural Teachers -----	25.	38.	26.1	10.9	15.2	42.4	26.1	16.5

\* See Appendix Table VII, Page 175 for number in each group.

Appendix Table V Continued --

	Per Cent of Those Reporting							
	In Class				Outside of Class			
	Usu-ally	Some-times	Nev-er	Non-Com-mit-tal	Usu-ally	Some-times	Nev-er	Non-Com-mit-tal
<b>Fear of public opinion</b>								
Men -----	16.9	49.2	21.7	12.2	16.9	43.9	24.4	19.3
Women -----	17.1	39.2	31.7	12.	14.1	44.2	25.1	16.6
Educators from Cities Over 5000--	18.6	45.4	26.8	9.2	18.6	49.5	19.6	12.3
Educators from Cities Under 5000--	15.6	51.3	22.6	10.5	14.6	46.7	24.6	14.1
Administrators -----	14.	52.	20.	14.	14.	47.	20.	19.
Principals -----	39.1	34.8	13.1	13.	39.1	30.4	17.4	13.1
City Teachers -----	15.	49.7	27.8	7.5	13.9	50.3	25.4	10.4
Rural Teachers -----	18.5	27.2	35.9	18.4	14.1	32.6	30.5	22.8
<b>Lack of interest in such subjects</b>								
Men -----	15.4	47.6	27.5	9.5	14.8	41.8	26.5	16.9
Women -----	12.1	35.7	39.2	13.	9.	40.2	32.2	18.6
Educators from Cities Over 5000--	12.4	42.3	38.1	7.2	14.4	36.1	32.	17.5
Educators from Cities Under 5000--	15.6	43.7	30.2	10.5	14.1	42.7	27.1	16.1
Administrators -----	18.	44.	25.	13.	18.	39.	23.	20.
Principals -----	4.4	56.5	34.8	4.3	13.	34.8	30.4	21.8
City Teachers -----	13.9	41.	37.	8.1	12.1	42.2	31.8	13.9
Rural Teachers -----	10.8	35.8	35.9	17.4	4.3	42.4	31.5	21.8
<b>Fear of displeasure of school board</b>								
Men -----	11.1	49.2	33.3	6.4	7.9	46.6	35.5	10.
Women -----	13.1	42.7	36.2	8.	9.	42.2	34.7	14.1
Educators from Cities Over 5000--	9.3	51.5	32.	7.2	8.2	46.4	33.	12.4
Educators from Cities Under 5000--	11.1	47.2	35.7	6.	7.5	45.8	37.2	9.5
Administrators -----	7.	49.	36.	8.	7.	43.	36.	14.
Principals -----	21.7	34.8	34.8	8.7	21.8	39.1	34.8	4.3
City Teachers -----	11.	50.3	33.5	5.2	6.4	48.6	35.8	9.2
Rural Teachers -----	17.4	36.9	35.9	9.8	10.9	39.1	32.6	17.4
<b>Fear of displeasure of religious groups</b>								
Men -----	11.6	46.6	34.9	6.9	9.	42.9	34.9	13.2
Women -----	13.6	29.1	46.2	11.1	7.5	29.7	45.2	17.6
Educators from Cities Over 5000--	12.4	42.3	37.1	8.2	8.2	40.2	37.1	14.5
Educators from Cities Under 5000--	12.6	43.2	36.7	7.5	9.	41.2	36.2	13.6
Administrators -----	10.	48.	33.	9.	11.	39.	33.	17.
Principals -----	26.1	34.8	30.4	8.7	17.4	30.4	34.8	17.4
City Teachers -----	12.1	41.1	39.9	6.9	6.4	43.3	38.7	11.6
Rural Teachers -----	13.	20.7	53.3	13.	6.5	20.7	52.2	20.6
<b>Fear of displeasure of school administrator</b>								
Men -----	6.5	39.7	43.9	7.9	4.8	32.8	51.3	11.1
Women -----	14.1	32.7	41.7	11.5	9.5	34.2	40.2	16.1
Educators from Cities Over 5000--	15.5	37.1	41.2	6.2	14.4	37.1	38.2	10.3
Educators from Cities Under 5000--	9.6	40.7	42.2	7.5	5.	36.2	48.8	10.

Continued on next page --

	Per Cent of Those Reporting							
	In Class				Outside of Class			
	Usu-ally	Some-times	Ev-er	Non-Com-mit-tal	Usu-ally	Some-times	Ev-er	Non-Com-mit-tal
<b>Fear of displeasure of school administrator -- continued</b>								
Administrators -----	5.	37.	50.	8.	3.	27.	55.	14.
Principals -----	13.1	39.1	43.5	4.3	21.8	30.4	47.8	
City Teachers -----	15.	41.1	37.	6.9	9.3	42.8	38.7	9.2
Rural Teachers -----	10.9	25.	45.6	18.5	4.3	23.9	46.8	25.
<b>Feeling of futility of not con-forming</b>								
Men -----	4.8	56.	39.7	19.5	6.9	32.3	38.6	22.2
Women -----	11.6	29.1	36.7	22.6	9.5	28.2	35.2	27.1
Educators from Cities Over 5000-	11.3	34.	29.9	24.8	13.4	30.9	28.9	26.8
Educators from Cities Under 5000	5.5	34.2	40.7	19.6	5.5	32.2	40.2	22.1
Administrators -----	3.	38.	37.	22.	5.	38.	32.	25.
Principals -----	4.3	39.1	34.8	21.8	8.7	17.4	39.1	34.8
City Teachers -----	10.4	31.2	37.6	20.8	9.8	30.1	38.7	21.4
Rural Teachers -----	10.9	27.3	41.3	20.6	8.7	25.	38.	28.3
<b>Fear of displeasure of political groups</b>								
Men -----	4.2	32.3	51.3	12.2	4.8	28.	51.9	15.3
Women -----	6.5	22.6	57.8	13.1	6.5	24.1	50.3	19.1
Educators from Cities Over 5000-	6.2	27.8	54.6	11.4	8.2	26.8	47.4	17.6
Educators from Cities Under 5000	5.5	32.2	51.8	10.5	5.	30.7	51.3	13.
Administrators -----	5.	36.	45.	14.	6.	30.	46.	18.
Principals -----		30.4	60.9	8.7	4.3	21.8	47.8	26.1
City Teachers -----	6.9	27.8	56.1	9.2	6.3	30.1	52.6	11.
Rural Teachers -----	4.3	16.3	60.9	18.5	4.3	15.2	54.4	26.1
<b>Fear of displeasure of other teachers</b>								
Men -----	6.3	30.2	55.	8.5	5.8	24.3	59.3	10.6
Women -----	5.	19.6	60.8	14.6	2.	24.1	55.8	18.1
Educators from Cities Over 5000-	5.1	28.9	59.8	6.2	6.2	22.7	58.8	12.3
Educators from Cities Under 5000	6.5	28.2	57.3	8.	4.	28.7	58.3	9.
Administrators -----	3.	25.	62.	10.	5.	19.	63.	13.
Principals -----	21.8	21.7	52.2	4.3	17.4	26.1	52.2	4.3
City Teachers -----	5.8	31.2	56.7	6.3	2.9	31.2	56.7	9.2
Rural Teachers -----	4.3	13.1	57.6	25.	1.1	16.3	54.3	28.3

APPENDIX TABLE VI

REPLIES OF THE EIGHT COMPARISON GROUPS TO THE QUESTIONS RELATIVE TO CERTAIN SOURCES OF PRESSURE AS PRESENTED IN THE QUESTIONNAIRE\*

Check each group under the column head which best portrays the degree of direct or indirect pressure which it exerts upon teachers in your community, thereby hampering or influencing their actions.

	Per Cent of Those Reporting				
	Extreme	Consid- erable	Little	None	Non-Com- mittal
<b>School administrator</b>					
Men .....	10.6	49.7	27.	9.	3.7
Women .....	14.1	37.7	26.1	15.6	6.5
Educators from Cities Over 5000 .....	14.4	52.6	25.8	6.2	1.
Educators from Cities Under 5000 .....	14.1	46.8	28.1	9.	2.
Administrators .....	6.	57.	28.	7.	2.
Principals .....	13.1	39.1	34.8	13.	
City Teachers .....	19.1	45.1	26.	8.1	1.7
Rural Teachers .....	6.5	27.2	23.9	26.1	16.3
<b>Parents</b>					
Men .....	6.3	36.	53.5	3.2	1.
Women .....	8.	44.2	37.2	9.1	1.5
Educators from Cities Over 5000 .....	8.2	28.9	55.7	7.2	
Educators from Cities Under 5000 .....	6.	44.7	45.8	2.5	1.
Administrators .....	3.	42.	53.	1.	1.
Principals .....	13.1	30.4	52.2	4.3	
City Teachers .....	8.1	39.3	46.2	5.8	.6
Rural Teachers .....	8.7	42.4	32.6	13.	3.3
<b>School board members</b>					
Men .....	5.8	37.6	39.7	14.3	2.6
Women .....	12.5	36.7	34.2	15.1	2.5
Educators from Cities Over 5000 .....	1.	34.	45.4	16.5	3.1
Educators from Cities Under 5000 .....	11.	38.7	34.2	14.6	1.5
Administrators .....	5.	40.	41.	13.	1.
Principals .....	8.7	34.8	47.8	8.7	
City Teachers .....	9.2	35.8	34.7	17.4	2.9
Rural Teachers .....	14.1	34.8	33.7	13.1	4.3
<b>Students</b>					
Men .....	4.8	35.5	45.5	13.2	1.
Women .....	7.5	38.7	33.2	17.6	3.
Educators from Cities Over 5000 .....	6.2	29.9	43.3	19.6	1.
Educators from Cities Under 5000 .....	4.5	40.2	40.7	13.1	1.5
Administrators .....	4.	32.	51.	12.	1.
Principals .....	4.3	34.8	47.8	13.1	
City Teachers .....	5.8	39.9	35.3	17.3	1.7
Rural Teachers .....	9.8	38.1	31.5	16.3	4.3

\* See Appendix Table VII, Page 175 for number in each group.

Appendix Table VI Continued --

	Per Cent of Those Reporting				
	Extreme	Consid- erable	Little	None	Non-Com- mittal
<b>Other teachers</b>					
Men -----	1.6	22.2	52.9	20.7	2.6
Women -----	1.	23.1	35.7	34.7	5.5
Educators from Cities Over 5000 -----	1.	21.7	55.7	18.6	3.
Educators from Cities Under 5000 -----	1.	27.1	47.3	23.6	1.
Administrators -----		27.	54.	18.	1.
Principals -----	8.7	8.7	60.9	21.7	
City Teachers -----	.6	26.6	46.2	24.3	2.3
Rural Teachers -----	2.2	14.1	25.	46.7	12.
<b>Business men</b>					
Men -----	.5	16.9	57.7	23.3	1.6
Women -----	1.5	13.1	37.2	42.2	6.
Educators from Cities Over 5000 -----		16.5	61.9	20.6	1.
Educators from Cities Under 5000 -----	2.	19.6	54.3	22.1	2.
Administrators -----		14.	66.	19.	1.
Principals -----		13.	69.6	17.4	
City Teachers -----	2.3	22.	49.7	23.7	2.3
Rural Teachers -----		3.2	16.3	69.6	10.9
<b>Churches</b>					
Men -----	.5	12.2	47.1	37.6	2.6
Women -----	1.	10.6	39.2	45.2	4.
Educators from Cities Over 5000 -----	1.	8.2	55.7	33.	2.1
Educators from Cities Under 5000 -----	1.	14.1	48.2	34.7	2.
Administrators -----		12.	50.	37.	1.
Principals -----		8.7	52.2	39.1	
City Teachers -----	1.8	12.7	50.9	31.8	2.8
Rural Teachers -----		8.7	18.5	65.2	7.6
<b>Parent-Teachers Association</b>					
Men -----	1.1	11.6	28.6	53.4	5.3
Women -----	2.	20.6	25.7	41.2	10.5
Educators from Cities Over 5000 -----	1.	29.9	40.3	26.8	2.
Educators from Cities Under 5000 -----	2.5	9.6	22.6	56.3	9.
Administrators -----	1.	8.	27.	57.	7.
Principals -----	4.3	17.4	26.1	52.2	
City Teachers -----	2.3	20.8	29.5	59.9	7.5
Rural Teachers -----		16.3	22.8	48.9	12.
<b>Women's Clubs</b>					
Men -----		9.	43.9	44.9	2.2
Women -----		9.5	31.2	54.3	5.
Educators from Cities Over 5000 -----		7.2	48.5	43.3	1.
Educators from Cities Under 5000 -----		11.1	42.2	43.7	3.
Administrators -----		9.	49.	40.	2.
Principals -----		4.3	52.2	43.5	
City Teachers -----		11.	40.5	45.7	2.8
Rural Teachers -----		7.6	15.2	69.6	7.6

	Per Cent of Those Reporting				
	Extreme	Consid- erable	Little	None	Non-Com- mittal
<b>Politicians</b>					
Men -----	1.1	7.4	35.9	52.4	3.2
Women -----	.5	4.5	24.8	63.3	7.1
Educators from Cities Over 5000 -----		7.2	42.3	47.4	3.1
Educators from Cities Under 5000 -----	1.	6.5	35.7	53.3	3.8
Administrators -----		6.	40.	53.	1.
Principals -----		4.3	39.2	52.2	4.3
City Teachers -----	1.1	7.5	36.4	50.3	4.7
Rural Teachers -----	1.1	3.2	5.4	79.4	10.9
<b>American Legion and D. A. R.</b>					
Men -----	.5	4.8	40.2	49.2	5.3
Women -----		3.	23.6	66.4	7.
Educators from Cities Over 5000 -----	1.	2.	45.4	48.5	3.1
Educators from Cities Under 5000 -----		5.	35.2	54.3	5.5
Administrators -----		5.	46.	44.	5.
Principals -----		4.3	30.5	60.9	4.3
City Teachers -----	.6	3.4	35.3	56.1	4.6
Rural Teachers -----		3.3	9.8	76.1	10.8
<b>Service Clubs (Kiwanis, Etc.)</b>					
Men -----		5.8	35.5	54.5	4.2
Women -----		5.5	24.1	63.9	6.5
Educators from Cities Over 5000 -----		6.2	45.4	46.4	2.
Educators from Cities Under 5000 -----		7.5	30.7	57.3	4.5
Administrators -----		4.	36.	56.	4.
Principals -----		8.7	39.1	52.2	
City Teachers -----		8.7	34.7	52.6	4.
Rural Teachers -----		1.1	10.9	77.1	10.9
<b>Lodges</b>					
Men -----	1.1	5.3	32.8	57.1	3.7
Women -----		5.5	19.6	69.4	5.5
Educators from Cities Over 5000 -----	1.	3.1	35.1	57.7	3.1
Educators from Cities Under 5000 -----	.5	7.	30.2	58.8	3.5
Administrators -----		5.	25.	56.	4.
Principals -----		8.7	30.4	60.9	
City Teachers -----	1.1	5.8	30.1	59.6	5.4
Rural Teachers -----		4.3	7.6	79.4	8.7
<b>The Ku Klux Klan</b>					
Men -----	1.1	.5	2.6	90.	5.8
Women -----	1.5	1.	5.5	85.	7.
Educators from Cities Over 5000 -----	1.		7.2	88.7	3.1
Educators from Cities Under 5000 -----	.5	.5	3.	90.	6.
Administrators -----			3.	92.	5.
Principals -----		4.3	8.7	87.	
City Teachers -----	1.1		4.6	88.5	5.8
Rural Teachers -----	3.3	2.2	3.3	80.4	10.8



**APPENDIX TABLE VII**  
**NUMBER OF RESPONDENTS TO QUESTIONNAIRE IN EACH OF THE 8 COMPARISON GROUPS.**

<u>Groups</u>	<u>Number</u>
1. Men -----	189
2. Women -----	199
3. Educators in Cities Over 5000 population -----	97
4. Educators in Cities Under 5000 population -----	199
5. Administrators -----	100
6. Principals -----	23
7. City Teachers -----	173
8. Rural Teachers -----	92

**APPENDIX TABLE VIII**  
**REQUESTS FOR INFORMATION IN 57 APPLICATION BLANKS WHICH PERTAIN TO TEACHER FREEDOM**

<u>Requests For</u>	<u>Number of Blanks</u>	<u>Per Cent of Blanks</u>
Date of Birth -----	12	21.
Age -----	54	95.7
Place of Birth -----	21	36.8
Height -----	54	95.7
Weight -----	54	95.7
General Health -----	45	78.9
Health Certificate required -----	2	3.5
Any defect in lungs -----	1	1.7
Any defect in sight or hearing -----	21	36.8
Any other physical defects -----	39	68.4
Race or nationality -----	35	61.4
Marital status -----	52	91.2
Dependents or children -----	40	70.2
Birthplace of father and mother -----	1	1.7
Are you a citizen of the United States? -----	1	1.7
Religion -----	39	68.4
Use of tobacco -----	13	22.8
Use of liquor -----	6	10.5
Professional organizations and clubs -----	4	7.
Interest in community activities -----	4	7.
Professional reading -----	12	21.
Teaching experience -----	57	100.
Experience other than teaching -----	7	12.2
Past and present tenure -----	37	64.9
Note: Hire only experienced teacher -----	3	5.2
Membership in M. E. A. -----	5	8.8
Membership in N. E. A. -----	4	7.